Criteria for Competence

Controversies in the Conceptualization and Assessment of Children's Abilities

Edited by
Michael Chandler • Michael Chapman

ROUTLEDGE

A **Psychology Press** Book

Criteria For Competence Controversies In The Conceptualization And Assessment Of Childrens Abilities

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Criteria For Competence Controversies In The Conceptualization And Assessment Of Childrens Abilities:

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 **Sociogenetic Perspectives on Internalization** Brian D. Cox,Cynthia Lightfoot,2013-05-13 The issue of how the external world becomes part of the behavioral repertoire of children has been important to psychology from its very beginning preoccupying theorists from Sigmund Freud to George Herbert Mead But ever since Lev Vygotsky claimed that every function in a child s activity appears first as a process in the social realm between individuals and moves to a process that individual children can accomplish relatively independently there has been increased debate as to exactly how this process of internalization happens In contemporary developmental psychology the process of internalization has become so important that the time is ripe for a book which explicitly addresses the problems it poses Although the chapters in this book deal with age groups from preschool to adolescence and topics from mathematics to storytelling and from taking risks to making moral judgments there is one core question which unifies them all If the growing competence of a child is truly sociogenetic if it truly grows out from is supported by and is dependent upon the social where is that competence truly located Bearing a variety of labels cultural historical co constructionist dialectical contextualist narrative hermeneutic and discursive psychologies and analytic constructs scaffolding proleptic instruction participation appropriation and situated activity contemporary perspectives are showing clear signs of development and differentiation This volume s goal is to help bring some order to these differences without denying either the usefulness of this variety or the importance of the differences among perspectives This new book illuminates these differences by collecting a select sample of theory and research into one of two major sections The first section includes work undertaken from a social interactive perspective The overarching aim is to identify processes of child child or child adult interactions as they emerge over relatively short periods of time Typically the methodology involves the microanalysis of videotaped interactions Development is situated literally within social interactions which are considered directly responsible for children s development The second section provides a sample of work representing a symbolic action perspective This one is not

oriented toward social interactions but toward the symbolic meanings that they express and that children impose on them The dominant methodology is interpretive or hermeneutic and the goal is to articulate the figurative metaphoric processes and narrative structures that inhabit social actions and from which they draw their meaning and coherence The Development of Attention J.T. Enns,1990-08-23 This volume presents an up to date review of developmental aspects of human attention by leading researchers and theorists The papers included in the first section consider the ways in which newborns are pretuned to visual auditory linguistic and social features of their environment as well as how selectivity to these features changes in the first year of life The following section examines properties of the visual and auditory world that are attention getting for children Developmental increases in capacity and strategy are also examined in this section through the study of perception memory problem solving and language Section III explores several ways in which selective processing can fail in development e g autism hyperactivity and psychopathy while Section IV reports on those aspects of selectivity that are lost and preserved in the aging process **The Development of Social Cognition** Suzanne Hala,2013-11-12 The Development of Social Cognition presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development The initial chapters highlight one of the central theoretical tensions in the field which is whether the development of understanding people is fundamentally different from understanding things Subsequent chapters are devoted to development across specific areas of social cognition from infancy through to adolescence The text ends with a comprehensive examination of the development of moral aspects of social cognition

Conflict in Child and Adolescent Development Carolyn U. Shantz,Willard W. Hartup,Carolyn Uhlinger Shantz,1995-02-24 This book focuses on the role of conflict in psychological and social development *Personal Epistemology* Barbara K. Hofer,Paul R. Pintrich,2012-08-21 This is the first book to provide a comprehensive overview of the theoretical and methodological approaches to the study of personal epistemology from a psychological and educational perspective Both theory building and empirical research have grown dramatically in the past decade but until now this work has not been pulled together in a single volume That is the mission of this volume whose state of the art theory and research are likely to define the field for the next 20 years Key features of this important new book include Pioneering Contributors The book provides current perspectives of each of the major theoreticians and researchers who pioneered this growing field as well as contributions from new researchers Diverse Perspectives The contributors represent a variety of perspectives including education educational psychology developmental psychology higher education and science and mathematics education Editorial Integration Opening and closing chapters by the editors set out key issues confronting the field *Merrill-Palmer Quarterly* ,1994 *Handbook of Child Psychology, Cognition, Perception, and Language* William Damon,1998 This four volume handbook is the definitive reference in the field of child development It serves as a sourcebook encyclopedia and research review **Observational Study of Early Childhood Programs: Chapter 1-funded early childhood programs**

Jean I. Layzer,1993 Monographs of the Society for Research in Child Development ,2003 Cognitive Development John H. Flavell,Patricia H. Miller,Scott A. Miller,1993 Cutting edge and big picture in perspective this popular introduction to cognitive development focuses on both the fascinating nature of children s thinking and the excitement and change in work in this area Using an integrated topical approach it explores the developmental aspects of social cognition perception memory and language Theoretically balanced it considers the full spectrum of approaches from Piaget s developmental stages to information processing including connectionism dynamic systems contextual theory change neo Piagetian evolutionary neuroscience and constraint approaches Infant Perception Infant Cognition Representation and Concepts Reasoning and Problem Solving Social Cognition Theory of Mind Memory Language For anyone interested in child development including parents students and those in psychology social work education etc **The Development of Communication** David J. Messer,1994-06-30 Provides an idea of various traditions and areas of study impinging on the development of communication from birth to about three years Stresses the importance of social processes in communication development Outlines diverse theoretical positions by important authorities in the field Examines how children identify the referent of adult speech and the features of interaction associated with the acquisition of larger vocabularies by two year olds Discusses issues pertaining to the use of one word speech lexical development definitions of language effect of the modifications of adults speech on language acquisition and communication development in children with disabilities **The Connections Project** Amy Lynn Damrow,1998 *Emerging structures in interdisciplinary perspective* Rudi Keller,1997

Psychological Agency Roger Frie,2008 A multidisciplinary exploration of agency as a central psychological phenomenon based on the affective embodied and relational processing of human experience Agency is a central psychological phenomenon that must be accounted for in any explanatory framework for human action According to the diverse group of scholars researchers and clinicians who have contributed chapters to this book psychological agency is not a fixed entity that conforms to traditional definitions of free will but an affective embodied and relational processing of human experience Agency is dependent on the biological social and cultural contexts that inform and shape who we are Yet agency also involves the creation of meaning and the capacity for imagining new and different ways of being and acting and cannot be entirely reduced to biology or culture This generative potential of agency is central to the process of psychotherapy and to psychological change and development The chapters explore psychological agency in theoretical clinical and developmental and social and cultural contexts Psychological agency is presented as situated within a web of intersecting biophysical and cultural contexts in an ongoing interactive and developmental process Persons are seen as not only shaped by but also capable of fashioning and refashioning their contexts in new and meaningful ways The contributors have all trained in psychology or psychiatry and many have backgrounds in philosophy wherever possible they combinetheoretical discussion with clinical case illustration Contributors John Fiscalini Roger Frie Jill Gentile Adelbert H Jenkins Elliot L Jurist Jack Martin

Arnold Modell Linda Pollock Pascal Sauvayre Jeff Sugarman Developmental Psychology J. Gavin Bremner,Charlie Lewis,2005 **Adolescence** ,1992 Personal Persistence, Identity Development, and Suicide ,2003 □□□□□□□□ ,1992 **Family Therapy** ,1992

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