

Emotional Development, Theory and Applications

A Neo-Piagetian Perspective

Henry Dupont

Emotional Development Theory And Applications A Neo Piagetian Perspective

**Ana Garcia-Nevarez, Kimberly A.
Gordon Biddle**



Emotional Development Theory And Applications A Neo Piagetian Perspective:

Emotional Development, Theory and Applications Henry Dupont, 1994-05-24 Freud's assumption that our emotions are instinctual and innate and that they reside in our unconscious is still the dominant notion in our conventional wisdom. If our emotions are instinctual and innate then they have little relationship to our needs and values and they do not change in the course of development. This book advances a contemporary theory of emotional development, a neo Piagetian theory that postulates that both our feelings and emotions are cognitive constructions that are informed by our needs and values and that our feelings and emotions change considerably in the course of development. Using interview and original case material, the author illustrates his theory's application to both short and long term psychotherapy as well as the implications for research, assessment, emotional education, and counseling.

Emotional Development, Theory and Applications Henry Dupont, 1994-05-24 Freud's assumption that our emotions are instinctual and innate and that they reside in our unconscious is still the dominant notion in our conventional wisdom. If our emotions are instinctual and innate then they have little relationship to our needs and values and they do not change in the course of development. This book advances a contemporary theory of emotional development, a neo Piagetian theory that postulates that both our feelings and emotions are cognitive constructions that are informed by our needs and values and that our feelings and emotions change considerably in the course of development. Using interview and original case material, the author illustrates his theory's application to both short and long term psychotherapy as well as the implications for research, assessment, emotional education, and counseling.

Neo-Piagetian Theories of Cognitive Development Andreas Demetriou, Michael Shayer, Anastasia Efklides, 2016-07-07 Piagetian theory was once considered able to describe the structure and development of human thought. As a result, it generated an enthusiasm that it could direct education to develop new teaching methods, particularly in science and mathematics. However, disillusionment with Piagetian theory came rather quickly because many of its structural and developmental assumptions appeared incongruent with empirical evidence. In recent years, several neo Piagetian theories have been proposed which try to preserve the strengths of Piaget's theory while eliminating its weaknesses. At the same time, several other models have been advanced, originating from different epistemological traditions such as cognitive differential psychology or socio-historical approaches. Originally published in 1992, this title was unique in representing most of these theories and traditions. Specifically, the authors focus their work on the educational implications of their research. The chapters are organized in three parts: the first part presents some widely known models of cognitive development and discusses their implications for different aspects of education; the second part is devoted to learning and cognitive acceleration; while part three highlights teaching methods that would improve the acquisition of particular skills in specific areas. Written by an eminent group of truly international contributors, this title will still be useful to students and researchers in cognitive development and education as well as educational policy makers.

Evidence-Based Group Work

in Community Settings David E. Pollio, Mark J. Macgowan, 2013-09-13 There has been a strong recent trend towards incorporating evidence into Social Work practice in general and into group work in particular This trend has focused on the education of students in the use of evidence development of evidence based interventions and discussion of how evidence can be used to improve practice A limitation of most of this literature is that it has been written by researchers for the consumption of practitioners limiting the ability of evidence based practices to be incorporated into unique community settings and with specific populations In spite of this difficulty implementation of evidence based practices continues quietly in practice settings This book describes efforts to integrate evidence into community settings which have two foci The first part details group models developed through collaborations between researchers and community agencies Each chapter details efforts to implement research or review programs in community settings The second part deals with issues around instruction and dissemination of evidence based group work into practice settings The volume makes a significant contribution to the discussion about evidence based group work This book was published as a special issue of *Social Work with Groups*

Utopia David Ayers, Benedikt Hjartarson, Tomi Huttunen, Harri Veivo, 2015-12-14 Utopian hope and dystopian despair are characteristic features of modernism and the avant garde Readings of the avant garde have frequently sought to identify utopian moments coded in its works and activities as optimistic signs of a possible future social life or as the attempt to preserve hope against the closure of an emergent dystopian present The fourth volume of the EAM series *European Avant Garde and Modernism Studies* casts light on the history theory and actuality of the utopian and dystopian strands which run through European modernism and the avant garde from the late 19th to the 21st century The book s varied and carefully selected contributions written by experts from around 20 countries seek to answer such questions as how have modernism and the avant garde responded to historical circumstance in mapping the form of possible futures for humanity how have avant garde and modernist works presented ideals of living as alternatives to the present how have avant gardists acted with or against the state to remodel human life or to resist the instrumental reduction of life by administration and industrialisation

Early Childhood Education Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2013-01-02 Turning passion into practice as a professional early childhood educator *Early Childhood Education Becoming a Professional* is an inspiring introduction to the world of early childhood education preparing the teachers of tomorrow to reach their full potential in their schools and communities Written by a diverse and experienced author team this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom In response to today s ever changing educational environment the text focuses on both the importance of taking personal and professional responsibility as well as today s issues in diversity from supporting children with exceptionalities to supporting children and families in broader cultural contexts

Developmentally Appropriate Curriculum and Instruction Ana

Garcia-Nevarez, Kimberly A. Gordon Biddle, 2021-04-14 This timely and accessible volume explores how our understanding of research in child development can help cultivate the knowledge skills and attitudes children need for informed and thoughtful participation in society by viewing the curriculum through a developmental lens Biddle and Garcia Nevarez cover a range of key topics including characteristics of physical cognitive and psychosocial development of children heritable and environmental influences on children s developing self language and literacy development mathematical cognition growth mindsets and evidence based positive behavioral interventions and supports The expert team of contributors offers an advanced exploration of developmental science and how this applies to learning and education in order to create inclusive environments that support children with a range of abilities including those with the most significant medical intellectual and developmental delays Each chapter contains boxes exploring how the topic relates to the themes of Promoting Social and Emotional Competence Theory Research to Practice Connection Common Core and Other Standards and Social Justice and Diversity ensuring comprehensive and consistent coverage across the volume Developmentally Appropriate Curriculum and Instruction will be essential reading for students of child development and education as well as educators and those in teacher training who are interested in how theory and research can be effectively harnessed to improve children s outcomes

Family Resource Management Tami James Moore, Sylvia M. Asay, 2017-10-04 Conversational in style and rich in application and discussion Family Resource Management shows students how to apply knowledge and theory to the study of how families manage their resources for both survival and fulfillment Multiple perspectives are used to broaden the base of understanding in a contemporary environment The book unlocks the complexity of family decision making enabling students to grasp both the concepts and the underlying explanations of family behavior A strong theory base and the organization of material within the decision making process framework facilitate understanding and retention The Third Edition has been enhanced through surveys of educational professionals and extensive research of contemporary challenges emerging post 2008 recession and the 2016 election **Piaget's Theory of Cognitive and Affective Development** Barry J.

Wadsworth, 2004 Publisher description This introduction to Jean Piaget s theory shows readers how children construct and acquire knowledge as it relates to current constructivist approaches to learning Piaget s theory of Cognitive and Affective Development sixth edition is well regarded as a work that preserves the historically important research done by Jean Piaget The Classics edition retains all of the content of the previous edition and contains updates in critical areas by Barry

Wadsworth **What's So Wrong with Being Absolutely Right** Judy J. Johnson, 2009-12-02 After explaining the dangerous nature of dogmatic belief psychologist Johnson teaches strategies for dealing with dogmatic people and provides suggestions for minimizing the harmful effects of dogmatism in educational political and social institutions *Person-Centred Therapy Today* Dave Mearns, Brian Thorne, 2000-08-25 This is a book that is rooted in the origins of person centred therapy but stands at the cutting edge of new ideas developing in this tradition It will reinvigorate those of us already immersed in this tradition

It should convince newcomers of the vitality and potential of this approach to therapy Tim Bond University of Bristol This book is clearly a labour of love by two authors with unique abilities and unparalleled experience readers will be educated inspired and encouraged in their own dialogue with the person centred approach Charles J O Leary Denver Colorado Mearns and Thorne have done Rogers proud in suggesting how person centred theory and practice can without losing its essence evolve in new directions Richard Nelson Jones Director of the Humanistic Cognitive Institute Chiang Mai Person Centred Therapy Today represents a significant contribution to the development of the person centred approach It will be read by teachers and students of counselling and psychology who wish to keep their knowledge of the approach fully up to date and by all who consider themselves to be person centred in their approach to helping clients **Effective Interviewing of**

Children Michael Zwiers, Patrick J. Morrisette, 2013-08-21 Interviews comprise the majority of professionals interactions with children In order to conduct effective interviews professionals must possess effective communication skills as well as knowledge of growth and developmental issues data collection and analysis Though this is an important area of study there has yet to be a book that effectively addresses this topic In most cases students studying to become clinicians are forced to rely on the observations of practicing professionals to learn child focused interview techniques Effective Interviewing of Children is unique in that it is the only comprehensive resource for information on child focused interviews The authors differentiate between child and adult focused interviews present an integrated account of the literature on child focused interviews and offer techniques and suggestions for addressing developmental differences Chapters address a wide range of topics including child and professional variables effective use of language children with special needs ethics in interviewing research interviews and diagnostic clinical interviews Aimed at upper level undergraduate and graduate students this book is essential for clinically oriented programs such as mental health counseling social work psychology and marriage and family therapy The book is also of interest to practicing professionals who seek to expand their knowledge of child focused interview techniques Development and Causality Gerald Young, 2011-06-24 This book sets forth a new model of development from a causal perspective As this is an area vital to several disciplines It has been written at multiple levels and for multiple audiences It is based on the work of Piaget and Neo Piagetians but also covers other major models in development It has elements that make it attractive as a teaching text but it is especially research focused It has clinical applications It presents many new ideas and models consistent with the existing literature which is reviewed extensively Students researchers and practitioners should find it useful The models presented in the present work build on models introduced in prior publications e g Young 1990a 1990b 1997 *Cognitive Development* Sergio Morra, Camilla Gobbo, Zopito Marini, Ronald

Sheese, 2012-12-06 Tying together almost four decades of neo Piagetian research Cognitive Development provides a unique critical analysis and a comparison of concepts across neo Piagetian theories Like Piaget neo Piagetian theorists take a constructivist approach to cognitive development are broad in scope and assume that cognitive development is divided into

stages with qualitative differences Unlike Piaget however they define the increasing complexity of the stages in accordance with the child's information processing system rather than in terms of logical properties This volume illustrates these characteristics and evidences the exciting possibilities for neo Piagetian research to build connections both with other theoretical approaches such as dynamic systems and with other fields such as brain science The opening chapter provides a historical orientation including a critical distinction between the logical and the dialectical Piaget In subsequent chapters the major theories and experimental findings are reviewed including Pascual Leone's Theory of Constructive Operators Halford's structuralist theory Fischer's dynamic systems approach to skills Case's theory of Central Conceptual Structures Siegler's microgenetic approach and the proposals of Mounoud and Karmiloff Smith as well as the work of others including Demetriou and de Ribaupierre The interrelation of emotional and cognitive development is discussed extensively as is relevant non neo Piagetian research on information processing The application of neo Piagetian research to a variety of topics including children's problem solving psychometrics and education is highlighted The book concludes with the authors views on possibilities for an integrated neo Piagetian approach to cognitive development

Constructivist Perspectives on Developmental Psychopathology and Atypical Development Daniel P. Keating, Hugh Rosen, 2013-01-11 This volume is the result of a symposium titled Constructivist Approaches to Atypical Development and Developmental Psychopathology What emerges from the work included here is a record of innovative extensions refinements and applications of the concept of constructivism The chapters not only demonstrate the compatibility of constructivism with investigations of atypicality but also the generation of a constructivist perspective for a wide array of problems in developmental psychology

The Not So Common Sense Shawn W. Rosenberg, 2008-10-01 In this fascinating interdisciplinary book Shawn W Rosenberg challenges two basic assumptions that orient much contemporary social scientific thinking Offering theory and empirical research he rejects the classic liberal view that people share a basic common sense or rationality At the same time he questions the view of contemporary social theory that meaning is simply an intersubjective or cultural product Through in depth interviews Rosenberg explores the underlying logic of cognition Rather than discovering a common sense or rationality he finds that people reason in fundamentally different ways and these differences affect the kind of understandings they craft and the evaluations they make As a result people actively reconstruct culturally prevalent meanings and norms in their own subjective terms Rosenberg provides a comprehensive description of three types of socio political reasoning and the full text of three exemplary interviews Rosenberg's findings help explain such puzzling social phenomena as why people do not learn even when it is to their advantage to do so or why they fail to adapt to changed social conditions even when they have clear information and motivation The author argues that this kind of failure is commonplace and discusses examples ranging from the crisis of modernity to the classroom performance of university students Building on the ideas of Jean Piaget George Herbert Mead and Jurgen Habermas Rosenberg offers a new orienting vision structural pragmatics to account for these

social phenomena and his own research in cognition In the concluding chapter he discusses the implications of his work for the study of social cognition political behavior and democratic theory DIV DIV

Handbook of Emotion, Adult Development, and Aging Carol Magai, Susan H. McFadden, 1996-10-24 The field of emotions research has recently seen an unexpected period of growth and expansion both in traditional psychological literature and in gerontology The Handbook of Emotion Adult Development and Aging provides a broad overview and summary of where this field stands today specifically with reference to life course issues and aging Written by a distinguished group of contributing authors the text is grounded in a life span developmental framework while advancing a multidimensional view of emotion and its development and incorporating quantitative and qualitative research findings The book is divided into five parts Part One discusses five major theoretical perspectives including biological discrete emotions ethological humanistic and psychosocial Part Two on affect and cognition discusses the role of emotion in memory problem solving and internal perceptions of self and gender Part Three on emotion and relationships expands on the role of emotion in sibling and parent child relationships as well as relationships between friends and romantic partners and the emotional reaction to interpersonal loss across the life span Part Four on stress health and psychological well being treats issues of stress and coping religion personality and quality of life The final part on continuity and change in emotion patterns and personality discusses emotion and emotionality throughout the life span An ideal reference source for professionals across a wide range of disciplines the text summarizes recent important developments in this fast growing area of psychology and proposes many new directions for future research Provides a biopsychological view on emotion in adulthood from a life span context Presents the new perspective on emotion in older adults actively engaged in emotion self regulation Describes the intimate connection between emotion and the structure of personality Demonstrates a new perspective on what emotion is its importance across the life span its connections with cognition its role in interpersonal relation and the way it influences both stability and change in adulthood Illustrates the interpersonal nature of emotion Provides theoretically based leading edge research from international authors Five areas of coverage include Theoretical perspectives Affect and cognition Emotion and relationships Stress health and psychological well being Continuity and change in emotion patterns and personality Coverage includes Five major theoretical perspectives including biological discrete emotions ethological humanistic and psychosocial The role of emotion in memory problem solving and internal perceptions of self and gender The role of emotion in sibling and parent child relationships relationships between friends and romantic partners and the emotional reaction to interpersonal loss across the lifespan Issues of stress and coping religion personality and quality of life Emotion and emotionality throughout the lifespan

Cognitive Development: A Guide to Piagetian Psychology Dan Biscayne, 2025-09-02 The journey of understanding human cognition is as intricate as it is fascinating Cognitive development the process through which individuals acquire organize and refine knowledge has long been a central focus within psychology education and neuroscience This book embarks on an

exploration of the psychological theories that have shaped our comprehension of how thinking evolves from infancy through adulthood. The concept of cognitive development is not merely about the accumulation of facts or skills but encompasses the transformation of how we perceive, reason, remember, and solve problems. It invites us to consider how children transition from reflexive responses to sophisticated abstract thought. Over the past century, pioneering theorists have laid the groundwork for this understanding, offering frameworks that illuminate the stages and mechanisms underpinning cognitive growth. Jean Piaget's groundbreaking theory introduced the idea of development as an active, constructive process where learners build mental models of the world through interaction and experience. His stages—sensorimotor, preoperational, concrete operational, and formal operational—continue to influence education and developmental psychology profoundly. However, cognitive development theory has expanded well beyond Piaget, incorporating insights from Lev Vygotsky, whose sociocultural perspective emphasized the role of social interaction and language in cognitive growth, as well as information processing approaches that liken the mind to a complex computer system. This book aims to provide a comprehensive yet accessible synthesis of these theories, weaving together historical context, core concepts, and contemporary research. It explores how cognitive development unfolds, the factors that influence it, and its implications for education, parenting, and mental health. By doing so, it aspires to bridge the gap between theory and practice, offering readers not only knowledge but also practical insight into nurturing cognitive growth. In an era where understanding the human mind is more crucial than ever, from fostering early childhood development to addressing lifelong learning challenges, this volume offers a timely and vital contribution. It invites scholars, educators, students, and curious minds alike to engage deeply with the processes that shape human thought and to appreciate the dynamic, ever-evolving nature of cognition. **Wisdom** Robert J.

Sternberg, 1990-04-27. Wisdom is such an elusive psychological construct that few people have considered it a viable field, though many are fascinated by the topic. Well-known psychologist Robert J. Sternberg of Yale University, perceiving the growth of interest in wisdom as a field, saw a need to document the progress that has been made in the field since the early 80s and to point the way for future theory and research. The resulting comprehensive and authoritative book, *Wisdom: Its Nature, Origins, and Development*, is a well-rounded collection of psychological views on wisdom. It introduces this concept of wisdom, considers philosophical issues and developmental approaches, and covers as well folk conceptions of the topic. In the final section, Professor Sternberg provides an integration of the fascinating and comprehensive material. Understanding Sports Coaching Tania Cassidy, Paul Potrac, Steven Rynne, 2023-06-06. Every successful sports coach knows that good teaching and social practices are just as important as expertise in sports skills and tactics. Now in a fully revised and updated fourth edition and introducing a new author team, *Understanding Sports Coaching* introduces theories and practices while exploring pedagogical, social, and cultural concepts underpinning good sports coaching practice. Broken into four sections, *Understanding Sports Coaching* examines the complex interplay between coach, athlete, coaching programme, and social

context and encourages coaches to develop an open and reflective approach to their own coaching practice It covers key aspects of coaching theories and practice including important and emerging topics such as leadership athlete learning emotion in coaching culture as meaning making quality in coaching talent identification and development philosophy and sports coaching Understanding Sports Coaching also includes a full range of practical exercises and extended case studies designed to encourage coaches to critically reflect upon their own coaching strategies their interpersonal skills and important issues in contemporary sports coaching This is an essential textbook for any degree level course in sports coaching and for any professional coach looking to develop their coaching expertise

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Emotional Development Theory And Applications A Neo Piagetian Perspective Introduction

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