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In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Development is guided by multiple norms, and further normativities emerge in development. This should be a commonplace observation - after all, it characterizes the core dialectic of developmental processes - but normativity is instead a perplexing and sometimes desperately ignored aspect of development. I will address some reasons why normativity is so perplexing, reasons that begin with Parmenides, and, therefore, that have a rather long history. Within the framework of that historical and conceptual diagnosis of the problem, I explore a model of the emergence of normativity. Finally, I will illustrate with several examples of emergent normativity in learning and development. These emergent normativities include the normativity of truth and falsity that constitute representation and the - so I argue - related instrumental normativity of motivation, that of success and failure that guide learning, and the positivity and negativity of emotions. Within that outlined framework, I show how higher level motivations, such as curiosity, aesthetic motivation and competence motivation, emerge. Studies of the mind and person - including psychology, including especially developmental psychology - suffer from a problematic conceptual framework that stems from the pre-Socratics, has dominated Western thought since that time and that makes fundamental theoretical understanding, especially regarding the mind and persons, impossible. I will outline this problematic framework, and show how it renders the normativity of mind and development naturalistically inscrutable. I begin with Parmenides.

Baltes, P. B., Reese, H. W., & Lipsitt, L. P. (1980). Life-span developmental psychology. Annual Review of Psychology, 31, 65-110. PubMed Google Scholar Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading cause of death in adults: The adverse childhood experiences (ACE) study. American Journal of Preventive Medicine, 14(4), 245-258. PubMed Google Scholar Krause, N., Shaw, B. A., & Cairney, J. (2004). A descriptive epidemiology of lifetime trauma and the physical health status of older adults. Psychology and Aging, 19(4), 637-648. PubMed Google Scholar La Greca, A. M., Siegel, J. L., Wallander, L. J., & Walker, E. C. (Eds.). (1992). Stress and coping in child health. New York: The Guilford Press. Google Scholar Lavee, Y., McCubbin, I. H., & Olson, H. D. (1987). The effect of stressful life events and transitions on family functioning and well-being. Journal of Marriage and the Family, 49(4), 857-873. Google Scholar Wrosch, C., & Freund, M. A. (2001). Self-regulation of normative and non-normative developmental challenges. Human Development, 44, 264-283. Google Scholar Development occurs within a context, for example, the individuals family, peers, neighbourhoods and school. Baltes' lifespan perspective consists of three developmental influences: normative age graded influences, normative history-graded influences, and non-normative life events, which all impact on an individuals development (Santrock, 2018, p. 24). A normative age-graded influence is when individuals in an age group have similar experiences (Santrock, 2018, p. 24), such as starting school at age 5. An example of a normative age-graded influence for James is being clever used to be cool in the earlier years of school, but now he's older it's cool to be 'dumb'. Don't use plagiarized sources. Get your custom essay on " Children Developmental Psychology: Influnce Of Normative And Non-Normative Events " Get custom paper NEW! smart matching with writer For James to fit in with the other boys in year 5, he has to pretend to find the work difficult like the other boys. This is age graded because in school, the older you are, the more socially acceptable it is to not appear clever. A normative history-graded influence is when people from a certain generation experience the same influential events due to historical circumstances (Santrock, 2018, p. 24). An example of this are the generations who experienced a World War. An example of a normative history-graded influence for James' is that his generation all share the experience of the new games Roblox and Fortnite that his generation have become obsessed with. A non-normative life event is an uncommon phenomenon that isn't experienced by many people, and it has a significant impact on their life (Santrock, 2018, p. 24), such as winning a large sum of money. A non-normative event for James is never having a father figure in his life, as he has 'never known his father, and his mother had always been his only parent' (I've got a friend!, p. 1). Although it's reasonably common for children to have separated parents, it's uncommon for a child to never know their father, and this can have a significant impact on a child's development such as low self-esteem (Gao, Luo, Wang, 2012). Some may argue that being bullied in year 5 is a non-normative life event, however, statistics show that being bullied in middle childhood is becoming more common. Works cited Gao, X., Luo, Y., & Wang, Q. (2012). Father absence and self-esteem among Chinese children: Moderating effects of self-control. 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Get your custom essay Helping students since 2015 The Normative Approach is a value based approach to building communities, based on the assumption that all people have a need to belong, want to have a sense of purpose, and want to experience success. This gives every individual ownership in the community. What is normative and non normative development? Normative history-graded influences are associated with a specific time period that defines the broader environmental and cultural context in which an individual develops. Nonnormative influences are unpredictable and not tied to a certain developmental time in a person's development or to a historical period. What are normative patterns? In general, basic normative patterns are held to reflect normative practices functional to society and human relationships, and the pattern Protection of Established Position goes back to the quite rudimentary right of ownership in its conservative meaning, i.e. the right to one's possessions and not to be deprived of ... Why is normative development important? The principles of normative development helps professionals to spot potential problems and provide early intervention for better outcomes. What is normative development of a child? 'Normative development' means stages of development that the majority of children of that specific age are expected to achieve. (Meggit, 2006). What is normative and Idiographic development? Normative Development. Developmental changes that characterize most people, i.e. typical / universal patterns of development. Idiographic Development. Individual differences in the rate, extent, or direction of development. What is normative history? Normative history graded influences are events experienced by a particular culture at a certain period of time. The term normative* here means that the majority of a culture experiences the events — as opposed to a small group of people. These events create generational differences in a culture. What are the main difference between normative and non-normative ethics? nonnormative ethics ethics whose objective is to establish what factually or conceptually is the case, not what ethically ought to be the case. Two types are descriptive ethics and metaethics. normative ethics an approach to ethics that works from standards of right or good action. What is normative in child development? 'Normative development' means stages of development that the majority of children of that specific age are expected to achieve. What is normative stage model? A self-conscious crisis that leads to a resolution. Normative-Stage Models. Theoretical model that describes psychosocial development in terms of a normative (common to a population) sequence of age-related changes, stages. Which of the following is part of the term development? Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. What is Proximodistal development in psychology? adj. from the central to the peripheral. The term typically is used in the context of maturation to refer to the tendency to acquire motor skills from the center outward, as when children learn to move their heads, trunks, arms, and legs before learning to move their hands and feet. What is example of normative events? What is a normative event you might be asking. Well, it is an event that happens to a large group of people. For example, going to school is normative event. On the other hand a non-normative event is when one person or a select few people experience something. What are developmental norms? Developmental Norms. Developmental norms are defined as standards by which the progress of a child's development can be measured. For example, the average age at which a child walks, learns to talk, or reaches puberty would be such a standard and would be used to judge whether the child is progressing normally. What is normative in philosophy? In philosophy, normative statements make claims about how things should or ought to be, how to value them, which things are good or bad, and which actions are right or wrong. Normative claims are usually contrasted with positive (i.e. descriptive, explanatory, or constative) claims when describing types of theories,...