
Papers presented at the 21st Minnesota Symposium on Child Psychology, held Oct. 23-25, 1986 at the University of Minnesota, sponsored by the Institute of Child Development of the University of Minnesota. Includes bibliographical references and indexes. Research on the transition to adolescence: continuity in the study of developmental processes / W. Andrew Collins -- Hormones and behavior at puberty: activation or concatenation? / Volume 39 of the Minnesota Symposium on Child Psychology (Development of the Social Brain) address the ontogeny and phylogeny of the social brain from multiple perspectives and levels of analysis. The chapters in this volume shed light on shared versus unique features of social information processing across different species, and sketch out some of the cognitive and neural mechanisms that underlie such processing.Â He has contributed to over 40 publications on child development. María D. Sera, Ph.D., is a Professor at the Institute of Child Development, University of Minnesota.Â Introduction 47. Neurobehavioral Assessment of Learned Maternal Cues During the Attachment Sensitive Period 53. Maternal Control Over Stress Hormones: Social Buffering 56. Start by marking “Development During the Transition to Adolescence: The Minnesota Symposia on Child Psychology, Volume 21” as Want to Read: Want to Read saving… Want to Read. Currently Reading. Read. Development During the by Megan R. Gunnar. Other editions.Â Weâ€™d love your help. Let us know whatâ€™s wrong with this preview of Development During the Transition to Adolescence by Megan R. Gunnar. Problem: Itâ€™s the wrong book Itâ€™s the wrong edition Other. Details (if other): Cancel. Thanks for telling us about the problem. Return to Book Page. Not the book youâ€™re looking for? Preview â€œDevelopment During the Transition to Adolescence by Megan R. Gunnar. Reviews the book, Minnesota Symposia on Child Psychology, Vol. 5, edited by John P. Hill (see record 1973-00607-000). The Minnesota Symposia consists each year of half-a-dozen papers, each synthesizing a programmatic effort in some area of child psychology. Participants are chosen because their work is ready for integration, not for its relevance to any particular theme.Â It also costs something, in that any one volume's contents are a heterogeneous lot; there is less opportunity for cross-fertilization of ideas than a series of papers organized around a single topic could have provided. The papers in Volume 5 are particularly mixed, in empirical rigor and theoretical sophistication as well as in subject matter.