

Index

- ABC program, 136
 ability to expect well, 143, 147, 187
 adaptation, 125–127, 151
 Adler, Alfred, 125, 188
 adolescence
 abstract thinking in, 105
 challenges of, 114–116
 developmental changes in,
 103–105
 expanding minds in, 105–107
 meaning, and, 192, 193, 198–200
 parental relationships in, 111–113
 adrenalin, 9, 179
 Adult Attachment Interview (AAI), 133–137,
 141, 164
 adulthood, 105
 meaning, and, 200
 affect, 6
 agency, sense of, 60
 Ainsworth, Mary, 39, 40, 41, 42, 60, 133, 134,
 135
 anger, fear of, 172–173
 anti-empathic responses, 74
 appraisal theory, 9
 Arnold, Magda, 9
 attachment, 33, 36
 effective in infancy, 145
 measuring quality of, 41–46
 attachment behaviors
 organization of, 119
 attachment figures, 21, 25
 separation from, 36, 179
 attachment patterns, 205
 anxious, 38, 58
 family drawings, 95
 avoidant, 39, 58
 family drawings, 95
 control, and, 162–163
 disorganized, 39
 in infancy, 139
 stability of, 137–139
 resistant, 39, 58
 family drawings, 95
 secure, 38, 44, 58, 60, 108, 148
 central meaning, 114–115
 challenges of adolescence, and, 116
 dependency, and, 166
 family drawings, 94
 attachment relationships, 37–39
 continuity across generations, 132–133
 early, 182
 effective, 145
 stability of, 46
 attachment theory, 36–37, 39, 62, 147, *See also*
 Bowlby, John
 attention deficit hyperactivity disorder, 57
 attractiveness and social competence, 195
 attunement, 62
 autism, 169–171
 autonomous status, 134, 135
 autonomy with connection, 111
 avoidance, 42, 44
 avoidant status, 135

 baby talk, 28
 Baldwin, James Mark, 62, 187
 Barker, Pat, 146
 Barrier Box task, 60
 behavior and meaning, 8–9
 behavior–punishment cycle, 15
 belonging, sense of, 205, 206
 blame, parental, 159–160
 Block, Jeanne and Jack, 60, 76, 111, 120
 Bollas, Christopher, 188
 borderline disorder, 169
 Boszormenyi-Nagy, Ivan, 129
 boundaries, lack of, 140
 boundary violations, 56–57
 in childhood, 140–141
 Bowlby, John, 36, 37, 48, 62, 72, 125, 157, 161,
 164, 166, 167, 179, 180, 205
 brain development and trauma, 175–178

- Bransford, John, 5
 Brazelton, Berry, 29
 Breger, Louis, 165
 Bruner, Jerome, 206
 bullying, 80–81
- caregivers
 attentive, 33
 critical role in meaning making,
 20, 182
 early origins of meaning, and, 29–31
 responsive, 21
 sensitive, 40–41
 toddlers, and, 51
- category descriptions, 205
- childhood disorders, 167–169
- cognition, 6
 emotion, and, 10
- coherence, 207
 of experience, 183
 at level of meaning, 132
- Cole, Michael, 22
- Collins, Andrew, 198
- co-morbidity, 205
- competence, 143, 144
 development of, 38
 established by preschool period, 146
 real-world, 88, 101
 social, 195
 in toddler period, 145
- complex trauma, 175, 183
- conduct disorder, 168
- conflict-resolution ability, 121–122
- conformity in middle childhood, 91
- connection, sense of, 205
- consistency at level of meaning, 132
- continuity, 120
 of attachment relationships across generations,
 132–133
 of experience, 183
 in individual development, 119
 of infant attachment, 139–140
 at level of meaning, 121, 131
 of parenting across generations,
 128–132
 in personality, 120–121
- control, sense of, 52
- controlling behavior, 160–163
- Cooley, Charles, 187
- Cooper, Robert, 71
- core values acquisition, 87
- cortisol, 179, 180
- cross-gender relationships, 121
- crowds, 108
- culture, acknowledging, 21–23
- Damasio, Antonio, 7
- dandelion children, 147
- defensive exclusion of information, 125
- delay of gratification, 83
- dependency, 165–167
- depression, 149
- development
 how it works, 62–63, 83–84, 141–142
 nature of, 25
 cumulative, 15–16, 47–48
 transactional, 17–18, 193
- developmental change and early experience,
 149–151
- developmental prototypes, 27
- developmental psychopathology, 158
- differentiation, 175–176
- disengagement, 110
- dismissing status, 134
- disruptiveness, 110
- dissociation, 5, 138, 139, 169, 182, 183
- distress, recognition of, 74
- disturbance
 cumulative nature of, 158
 meaningfulness of, 157–158, 169–172
- Dozier, Mary, 136
- drawings, *See* family drawings
- early intervention programs, 136
- early trauma, 175, 177, 180, 182, 183
- earned secures, 141, 142
- ego, 188
 autonomous level of development, 134
 resilience, 76
- elementary school years, *See* middle childhood
- emancipation in adolescence, 111
- emotion
 cognition, and, 10
 regulation, 158–159
 thought, and, 9
- emotional health, 35
- emotional knowing, 48
- engagement, 32
- Erikson, Erik, 55, 71, 111, 189, 199, 205, 207
- evolution, 8, 22
- exogenous smiles, *See* social smiles
- expectations, 48, 83
 acquired, 69
 behavior, and, 101
 confident, 147
 in preschoolers, 73–74
- experience, 125
 continuity, wholeness, and coherence of, 183
 after developmental change, 149–151
 histories of, 205
 meaning, and, 15–18, 151–153

Index

221

- Fairbanks, Lynn, 130
 family
 drawings, 94–96
 understanding in adolescence, 110
 family systems thinking, 129
 fears, 161, 167
 regulation of, 178–180, 182
 feelings in adolescence, 107
 Fingarette, Herbert, 189
 Fleeson, Will, 35
 Fonagy, Peter, 136
 Frankl, Viktor, 6
 Franks, Jeffrey, 5
 Freud, Sigmund, 32, 125, 157, 189
 friendships, 123
 in adolescence, 108
 in middle childhood, 89, 93, 97, 98
 future, conceptualizing in adolescence, 107, 113–114

 Garmezy, Norman, 143
 good developmental outcome, 144, 145
 Grossmann, Klaus and Karin, 76
 groups, 88, 90, 91–93, 109
 guided self-regulation in toddlers, 52–54
 guilt, 52

 Hesse, Erik, 39, 139, 162, 182
 hierarchy of needs, 189
 Hodgson, Ralph, 187
 Horowitz, Mardi, 124

 idealization, 163–165
 identity
 forging of, 111
 narrative, 200
 personal, 111
 inconsistencies in adolescence, 108
 infants, 13, 14, 18
 emergence of intentionality, 31–33
 meaning, and, 191
 sensitivity to social context, 20
 institutional rearing, 25
 integration, 6–8, 178, 181–182, 200
 integrity, 199
 intentionality
 emergence in infants, 31–33
 in preschoolers, 77
 in toddlers, 51
 Internal Working Model (IWM) of the child, 136
 investment, 32
 of individuals, 4

 Jacobvitz, Deborah, 139
 James, P. D., 190

 James, William, 206
 Jung, Carl, 157

 Kagan, Jerome, 15
 Kahneman, Daniel, 8
 Kalsched, Donald, 182, 183
 Kanner syndrome, *See* autism
 Kegan, Robert, 11, 187
 Keniston, Kenneth, 106
 Kochanska, Grazyna, 17–18

 Laing, R. D., 171
 language and sense of reality, 72
 Lazarus, Richard, 9
 Lewis, Michael, 8
 Lieberman, Alicia, 179
 lifespan, meaning through, 190–193
 limits, 62
 Liotti, Giovanni, 138, 139
 Loevinger, Jane, 125, 134, 188
 looking glass self, 188
 Luborsky, Lester, 124
 Lyons-Ruth, Karlen, 162

 Mackenzie, Michael, 18
 Main, Mary, 39, 58, 94, 133, 136, 139, 141, 162, 182
 maladaptation, 126, 151–153
 Mandler, George, 9
 Maslow, Abraham, 189
 Masten, Ann, 147
 Mayes, Linda, 136
 McAdams, Dan, 200, 206
 McDonough, Susan, 18
 Mead, George Herbert, 187
 meaning
 as active process, 12, 13–15
 in autonomy with connection, 111
 behavior, and, 8–9
 capturing in parent-infant interaction, 39–41
 as carrier of development, 122–124
 childhood disorders, and, 167–169
 compassion, and, 172
 creation of, 27–28
 derived from experience, 151–153
 development
 transactional nature of, 12
 disturbance, and, 157–158
 extreme, 169–172
 experience, and, 15–18
 individual variations across development, 193–194
 as inherent human motive, 13–15
 organization of, 183
 origins of, 28–31

- meaning (cont.)
 from past to new, 57–60
 personal, 204–205
 place of, 23–24
 power of, 5–6
 processes in carrying forward, 139–141
 prototypes for, 33–34
 search for
 change and continuity in, 101–102
 seeking, 12
 social imbeddedness of, 18–21
 subjectivity of, 3
 through lifespan, 190–193
 trauma, and, 180–182
- meaning analysis, 9
- memory, 27, 47, 131, 181
 as constructive, 123
 in preschoolers, 72
- mentalization, 136
- middle childhood, 87–89
 major developments in, 87–94
 meaning, and, 192, 193, 196–198
- Minding the Baby program, 136
- mirroring, 62
- Mischel, Walter, 83
- mixed-gender relationships, 115
- Moffitt, Terrie, 116
- molecules, behavior of, 46
- morality, 87
 developing code of, 91
 principled, 106
 system of, 22, 100
- multiple personality disorder, 169
- Murdoch, Iris, 21
- narrative identity, 200
- narratives, 206
- negativism, 169–170, 171
- newborns, 13, 28–29
 capacities for memory, 27
 meaning, and, 191
 smiles, 25–27
- norms in middle childhood, 90–91
- order, 8
- organized self, 67, 183
- overwhelming events, 175
- parallel play, 80
- parental monitoring, 86
- parental relationships in adolescence,
 111–113
- parentification, 120
- parent–infant interaction
 capturing meaning in, 39–41
- parenting, *See also* seductive parenting
 blame, 159–160
 continuity across generations, 128–132
- pattern recognition, 5
- peer relationships, 145
 in middle childhood, 89–91, 93–94, 100–101
- perseverance in times of crisis, 143
- personal identity, 111
- personal meaning, 204–205
- personality, 120
 organization of, 125
- Piaget, Jean, 7, 10, 105, 125
- play pairs, 80–82, 190
- pre-adolescent children, *See* middle childhood
- predictability, 48
- preoccupied status, 135
- preschoolers, 67–68
 connection to peer group in, 100
 emerging of person, 77–83
 meaning, and, 191–192, 193, 194–196
 minds of, 70–77
 world of, 69–70
- prioritization, culturally based, 23
- procedural learning, 30
- procedural memory, 27, 47
- proto-dissociation responses, 138
- psychoanalysis, 188
- psychological development and trauma, 178–180
- psychopathology, developmental, 158
- purpose, sense of, 71, 206, 207
- radicals, among adolescents, 106
- rebounding, 148
- reciprocity, 30
- recognition of distress in preschoolers, 74
- reflection, in adolescence, 105, 107, 110
- reflective function, 136
- reflexive behavior, 29
- reinforcement, 35
- relationships, *See also* social relationships
 in adolescence, 107–111
 constancy, 52
 different views on, 100
 in middle childhood, 99
 with parents, 111–113
 with peers, 89–91, 93–94, 100–101, 145
 reality and power of, 46–49
 robustness of, 179
 systems, 128
- resilience, 141, 142, 143, 146–149, 187
- resistance, 43
- resourcefulness, 143
- responsibility, 111
- responsiveness, 62
- rules, importance in middle childhood, 90–91

Index

223

- Salinger, J. D., 164
 Sameroff, Arnold, 15, 147
 Sander, Louis, 30, 52, 83, 179, 188
 Sapolsky, Robert, 176
 Sartre, Jean-Paul, 6
 Schacter, Stanley, 9
 schizophrenia, 146, 171–172
 school phobia, 167
 Schore, Allan, 176
 Schuengel, Carlo, 139
 script theory, 124
 scripts, 123
 seductive parenting, 59, 128–130, 202
 selective inattention, 125
 self, 178, 179
 in adolescence, 107–111
 organized, 67, 183
 as search for meaning, 189
 sense of, 88
 social relationships, and, 187–188
 self-actualization, 189
 self-awareness in toddlers, 51
 self-confidence, 89
 self-control, 61
 self-management, 67, 145
 self-mutilation, 169
 self-regulation, 52–54
 Selman, Robert, 107
 sensitivity in caregivers, 40–41, 60
 sensory-affective meanings, 30
 separation from attachment figures, 36, 179
 shame, 52
 Shulman, Shmuel, 197–198, 200
 Siegel, Dan, 182
 signal-response pattern, 31
 Slade, Arietta, 136, 182
 smiles, 124
 development of meaning-based, 25–27
 Smith, Emily Esfahani, 5, 6, 205, 206
 social competence and attractiveness, 195
 social context, 19–20, 21
 social referencing, 20
 social relationships, 34, 187
 in adolescence, 108
 primary, 190
 self, and, 187–188
 social smiles, 26, 27
 Spark, Geraldine, 129
 Spitz, René, 25, 27
 Stechler, Gerald, 30
 Stern, Daniel, 29
 Stiles, Joan, 176
 storytelling, 206
 Strange Situation procedure, 41, 42
 stress, regulation of, 178–180
 Stuecher, Uwe, 170
 subjectivity of meaning, 3
 Suess, Gerhard, 76
 Sullivan, Harry Stack, 125
 surprise, 33
 symbolic play, 14, 76–77
 synthesis, 6–8

 teachers, behavior of preschoolers with, 75–76
 teenagers, *See* adolescence
 Teicher, Martin H., 177
 Thelen, Esther, 27
 therapeutic change, 16
 thought and emotion, 9
 toddlers, 7, 13–14, 15, 17, 18, 50–52
 developmental change in, 57–60
 guided self-regulation in, 52–54
 meaning, and, 191, 193–194
 variations in experience, 55–57
 Tomasello, Michael, 12
 Tomkins, Sylvan, 124
 transactional model of development, 15, 193
 transactional processes, 17–18
 transcendence, 206
 transference, 123
 trauma, 175
 brain development, and, 175–178
 meaning, and, 180–182
 psychological development, and, 178–180
 turn-taking dialog, 29–30
 Tversky, Amos, 8
 Tyson, Neil deGrasse, 5

 uncommitted, among adolescents, 106
 uniqueness, understanding of, 107
 unresolved status, 139

 van der Kolk, Bessel, 175
 Van IJzendoorn, Marinus, 135
 vulnerability, sense of, 114

 wholeness of experience, 183
 Wilson, David Sloan, 18, 22
 worldviews, 187, 189–190
 consolidation of, 99–101

 Yarrow, Marian, 68
 Yates, Tuppert, 169