



Theory and Research in Behavioral Pediatrics: Volume 3

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Volume 1 of Theory and Research in Behavioral Pediatrics drew attention to issues related to the assessment of the preterm infant, to organizational processes in infant development, and to the systemic nature of caregiver-infant relationships. Volume 2 continued the theme of systemic organization while examining various contextual and ecological factors that affect development during infancy and childhood. Volume 3 continues these themes. Interdisciplinary and cross-disciplinary studies, cross-cultural comparisons, prospective longitudinal designs, and sophisticated multivariate correlational models have encouraged developmentalists to formulate new conceptualizations of the dynamic relationships among those organismic, transactional, and ecological variables that regulate organizational processes. As a result, many traditional models of development have been discarded or, at minimum, have been markedly transformed. Similarly, many time-honored "facts" of development have been seriously challenged both theoretically and empirically. In Chapter 1, Philip R. Zelazo challenges traditional approaches to infant developmental assessment. Zelazo goes a step beyond noting the poor predictive validity of infant developmental examinations, by arguing that such examinations bias the evaluation of infants with handicapping conditions. The emphasis in standard developmental examinations on motor performance, receptive language, and behavioral compliance VII VIII PREFACE works against infants whose handicapping conditions involve neuromotor, attentional, or auditory dysfunctions. Zelazo's proposed alternative is to directly assess mental activity using cognitive-behavioral measures of mental competence derived from central processing models of schema formation.

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