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<u>Handbook of Psychology, Biological Psychology</u> 2003 orienting is the gateway to attention the first step in processing stimulus information this volume examines these initial stages of information intake focusing on the sensory and motivational mechanisms that determine such phenomena as stimulus selection and inhibition habituation pre attentive processing and expectancy psychophysiological methods are emphasized throughout the contributors consider analyses based on cardiovascular and electrodermal changes reflex reactions and neural events in the cortex and subcortex stimulated by a conference lauding frances graham held before and during a recent meeting of the society for psychophysiological research the book presents current theory and research by an international cadre of outstanding investigators a major researcher and theorist in the field of attention for more than three decades dr graham contributes an afterword to the present volume which is both a consideration of the work which has gone before and a new original theory paper on preattentive processing and attention

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biologists and molecular biologists others interested in the structure and function of biologically active molecules like hormones and vitamins will as always turn to this series for comprehensive reviews by leading contributors to this and related disciplines first published in 1943 vitamins and hormones is ap s longest running serial each volume contains cutting edge reviews by leading contributors

2003-03-11 the field of early childhood education and the science of psychology have a long and closely intertwined history the study of young children s learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice the purpose of this book part of the rutgers invitational symposium on education series is to bring together the work of the leading researchers in the field of child development and early education to inform three issues facing the united states today clarifying developmentally appropriate instruction from the perspective of cognitive developmental psychology ensuring that young children s schooling adequately addresses content and meeting cognitive goals while simultaneously supporting social and emotional development throughout the role of empirical inquiry in developmental psychology for the practice of early education is examined

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Handbook of Psychology, Biological Psychology 1975

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