

Contents

Part I Constructing “Developmentally-Friendly” Conceptualizations of Coping

1	Coping as Action Regulation under Stress.	3
1.1	Coping as a Fundamental Adaptive Process.	4
1.1.1	Overview of Conceptualizations of Coping and a Focus on Individual Differences	5
1.1.2	Multi-level Integrative Systems Frameworks: Coping, Regulation, and Resilience	8
1.2	Developmentally-Friendly Conceptualizations of Coping.	12
1.2.1	Coping as Regulation under Stress	12
1.2.2	Coping and Emotion Regulation	14
1.2.3	Action and Action Theories.	15
1.2.4	The Nature of Regulation	17
1.2.5	Coping Is Built on Action Tendencies	19
1.2.6	Stress and Regulation	21
1.3	Summary of Developmental Conceptualizations of Coping	24
2	Ways and Families of Coping as Adaptive Processes	27
2.1	The Structure of Coping	28
2.1.1	Lower-Order Ways of Coping	30
2.1.2	Higher-Order Dimensions and Categories of Coping	31
2.1.3	Families of Coping as Serving Adaptive Functions. . . .	34
2.2	“Good News” and “Bad News” Ways of Coping	41
2.2.1	Developmentally Adaptive Families of Coping	42
2.2.2	The Balance Between Challenge and Threat	44
2.2.3	Good News Families of Coping.	46
2.3	Summary of Ways and Families of Coping	48

Part II Review of Research on the Development of Stress Reactivity and Ways of Coping

3	Age Differences and Changes in Ways of Coping across Childhood and Adolescence	53
3.1	Looking for Qualitative Shifts in Coping across Childhood and Adolescence	54
3.2	Age Differences and Changes in Each of the Coping Families	56
3.3	Beyond Quantitative Changes in Mean Levels of Individual Ways of Coping	60
3.4	Summary of Age Differences and Changes in Ways of Coping	62
4	Neurophysiological Developments that underlie Age-related Changes in Coping.	63
4.1	Neuroanatomical Systems involved in Stress Reactivity, Regulation, and Coping	63
4.1.1	Neurophysiology of Stressful Encounters	64
4.1.2	Stress Reactivity and Regulation as Complex Dynamic Systems.	72
4.2	The Assessment of Neurophysiological Structure and Function	74
4.3	The Development of the Multi-level Neurophysiological Systems that Underlie Coping	77
4.3.1	Development of the Neurophysiology of Stress Reactivity, Threat Detection, and Coping	79
4.3.2	Development of the Neurophysiology of Regulation and Coping	86
4.4	Summary of the Development of the Neurophysiological Systems Underlying Coping	91

Part III Normative Development of Adaptive Coping within the Context of Relationships with Caregivers

5	Development of “Coping” in Newborns: Neurophysiological Stress Reactivity and “External Coping” via the Caregiver	103
5.1	Threat Detection and Stress Reactivity: Development of Neurophysiological Subsystems	104
5.2	Attachment, the Development of “External” Coping, and the Omnibus Coping Strategy of “Proximity Seeking”	107
5.3	Development of a Neurophysiological System that Responds to “External Coping” by the Caregiver.	108

5.4	Social Tuning of the Neurophysiological Stress Reactivity and Recovery System	110
5.5	The Emergence of a Hierarchy of Reactivity, Regulatory, and Coping Processes	112
5.6	Summary of Transformations of the Coping System during the Neonatal Period	113
6	Development of Coping during Infancy: Implicit Appraisals, Intentional Action Regulation, and Co-regulated Coping Systems	115
6.1	Threat Detection and Stress Reactivity: Emergence of Appraisal Systems that Increasingly Guide Action Readiness	116
6.2	Action Regulation: Development of Intentionality and Goal-Directed Coping	119
6.3	Changing Role of Social Partners: Development of a Co-regulatory Coping System	122
6.4	Development of Stress Resistance and Stress Resilience	124
6.5	Summary of Transformations of the Coping System during Infancy	128
7	Development of Coping during Toddlerhood: Explicit Appraisals, Emotional Action Regulation, and Cooperative Coping Systems	129
7.1	Threat Detection and Stress Reactivity: Explicit Appraisals of Threat and Challenge	130
7.2	Action Regulation: From Emotional Action Regulation to Self-awareness in Coping	133
7.3	Changing Role of Social Partners: Emotion Socialization and Coping “Coaching”	136
7.4	Shared Intentionality and the Emergence of a Cooperative Coping System	138
7.5	Reorganization of the Coping System during Toddlerhood	139
7.6	Summary of Transformations of the Coping System during Toddlerhood	141
8	Development of Coping during Early Childhood: Inferential Appraisals, Voluntary Action Regulation, and Individual Coping Systems	143
8.1	Threat Detection and Appraisal: Incorporating Emotion Understanding and Theory of Mind	144
8.2	Regulatory Subsystems: Development of Attention Networks and Coping	147
8.3	Emergence of Voluntary Self-regulation and Coping	151

8.4	Integration of Appraisal and Regulation: Development of Understanding and Control	154
8.5	Development of Voluntary Action Regulation and the Emergence of Intrapersonal Coping.	155
8.6	Development of Conscience and the Emergence of Autonomous Coping.	156
8.7	Changing Role of Social Partners: Development of Intrapersonal Coping	158
8.8	Summary of Transformations of the Coping System during Early Childhood	160
9	Development of Coping during Middle Childhood: Cognitive Reappraisal, Mental Modes of Coping, and Coordination with Demands	163
9.1	Threat Detection and Appraisal: Emotional Understanding and Intentional Regulation of Stressful Experiences	164
9.2	Reappraisal as an Emotion Regulation and Coping Strategy . . .	168
9.3	Development of Problem-Focused Coping and Executive Functions	171
9.4	Action Regulation and the Emergence of Mental Means of Coping	176
9.5	Expanding Repertoire of Coping Strategies and Better Coordination with Demands	179
9.6	“Mental” Participation of Social Partners and Coping Coaching	181
9.7	Summary of Transformations of the Coping System during Middle Childhood	182
10	Development of Coping during Adolescence: Heightened Reactivity, Pro-active Regulation, and Increased Coping Flexibility	185
10.1	Enhanced Threat Detection and Stress Reactivity: Recalibrating Neurophysiological Systems.	187
10.2	Development of Appraisals: Affective Theory of Mind and a Two-Level Emotion Theory	189
10.3	Development of Regulatory Capacity: Changing Balance among Multiple Subsystems	192
10.4	Emergence and Integration of Meta-capacities in Coping	200
10.5	Changing Role of Social Partners as Proactive Monitoring and Dependable Backup Systems	203
10.6	Summary of Transformations of the Coping System during Adolescence	205

Part IV Foundations of Coping and Its Differential Development

11 Early Adversity, Temperament, Attachment, and the Differential Development of Coping	215
11.1 Early Adversity and the Differential Development of Coping	216
11.1.1 Possible Mechanisms through which Adversity Shapes Stress Reactivity	218
11.1.2 Developmentally-Graded Effects of Adversity on Coping	222
11.1.3 Intervention Implications of Neuroplasticity and Experience-Dependent Effects	225
11.2 Temperament and the Differential Development of Coping	226
11.2.1 Differential Patterns of Temperamental Dimensions	227
11.2.2 Balance and Regulation of the Defensive and Appetitive Systems.	231
11.3 Attachment Relationships and the Differential Development of Coping	232
11.3.1 Caregiving and the Development of Coping	232
11.3.2 Qualities of Attachment and the Differential Development of Coping	234
12 Parenting, Family Stress, Developmental Cascades, and the Differential Development of Coping	239
12.1 Parent–Child Relationships and the Differential Development of Coping	239
12.1.1 Dimensions of Parenting and Children’s Coping	242
12.1.2 A Systems View on Parenting and Children’s Coping	244
12.1.3 Goals of Parenting and the Differential Development of Coping	249
12.2 The Stress of Caregiving: Stressful Family Systems and the Differential Development of Coping	250
12.2.1 Stressful Family Systems	253
12.3 Cascades in the Differential Development of Coping	255
12.3.1 Maladaptive Coping as a Marker of Developmental Difficulties.	257
12.3.2 Internal Dynamics Can Amplify Maladaptive Patterns of Coping	258
12.3.3 Maladaptive Coping as an Active “Trouble Maker” in Developmental Cascades	260
12.3.4 Self-righting Tendencies in Developmental Cascades	260

13 Conclusion: Goals and Strategies for Studying the Development of Coping	263
13.1 Surfacing and Consolidating Key Themes in the Development of Coping.	264
13.1.1 Qualitative Shifts in the Development of the Coping System.	265
13.1.2 Multiple Pathways in the Development of Coping	268
13.2 Future Study of the Development of Coping	271
13.3 Three Closing Ideas about Lines of Sight into the Development of Coping.	273
13.3.1 The Dangers and Safeguards in Developing a System of Coping	274
13.3.2 The Origami of Coping's Development.	278
13.3.3 The Place and Purpose of the Study of Coping	282
13.4 Conclusion	285
References	287
Index	329

The Development of Coping
Stress, Neurophysiology, Social Relationships, and
Resilience During Childhood and Adolescence

Skinner, E.A.; Zimmer-Gembeck, M.J.

2016, XIX, 336 p. 15 illus., Hardcover

ISBN: 978-3-319-41738-7