

Human Development

Former Editors: M.L. Langeveld (1963–1974),
B.L. Neugarten (1963–1969), K.F. Riegel (1970–1977),
W. Edelstein (1982–1987), J.A. Meacham (1977–1987),
H. Sinclair (1982–1987), D. Kuhn (1988–1996),
B. Rogoff (1997–2002), G.B. Saxe (2003–2006), L. Nucci (2007–2019)

Official Journal of



Jean Piaget Society

Editor

Susan Rivera – *University of California, Davis, CA, USA*

Advisory Editors

Nancy Budwig – *Clark University, Worcester, MA, USA*
Audun Dahl – *University of California, Santa Cruz, CA, USA*
Melanie Killen – *University of Maryland, College Park, MD, USA*
Daniel Lapsley – *University of Notre Dame, Notre Dame, IN, USA*
Charlie Lewis – *Lancaster University, Lancaster, UK*
Caitlin Mahy – *Brock University, St. Catharines, ON, Canada*
Larry Nucci – *University of California, Berkeley, CA, USA*
Barbara Rogoff – *University of California, Santa Cruz, CA, USA*
Sylvia Rojas-Drummond – *Universidad Nacional Autonoma de Mexico, Mexico City, Mexico*
Geoffrey Saxe – *University of California, Berkeley, CA, USA*
Diana T. Slaughter Kotzin – *The University of Pennsylvania, Los Angeles, CA, USA*
Judith Smetana – *University of Rochester, Rochester, NY, USA*
Elliot Turiel – *University of California, Berkeley, CA, USA*
David C. Witherington – *University of New Mexico, Albuquerque, NM, USA*
Philip Zelazo – *University of Minnesota, Minneapolis, MN, USA*

S. Karger
Medical and Scientific Publishers

Disclaimer

The statements, opinions and data contained in this publication are solely those of the individual authors and contributors and not of the publisher and the editor(s). The appearance of advertisements in the journal is not a warranty, endorsement, or approval of the products or services advertised or of their effectiveness, quality or safety. The publisher and the editor(s) disclaim responsibility for any injury to persons or property resulting from any ideas, methods, instructions or products referred to in the content or advertisements.

Drug Dosage

The authors and the publisher have exerted every effort to ensure that drug selection and dosage set forth in this text are in accord with current recommendations and practice at the time of publication. However, in view of ongoing research, changes in government regulations, and the constant flow of information relating to drug therapy and drug reactions, the reader is urged to check the package insert for each drug for any change in indications and dosage and for added warnings and precautions. This is particularly important when the recommended agent is a new and/or infrequently employed drug.

All rights reserved.

No part of this publication may be translated into other languages, reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, microcopying, or by any information storage and retrieval system, without permission in writing from the publisher or, in the case of photocopying, direct payment of a specified fee to the Copyright Clearance Center (see "General Information").

© Copyright 2022 by S. Karger AG,
CH-4009 Basel (Switzerland)

Printed on acid-free and non-aging paper (ISO 9706)

No. 1

Article

1 **A Systematic Review of Representational and Behavioral Measures of Parent-Child Attachment Available for Middle Childhood**

Gastelle, M.; Kerns, K.A. (Kent, OH)

Commentary

30 **A Road Map for Navigating Next Steps in the Study of Attachment in Middle Childhood**

Steele, H. (New York, NY)

Articles

34 **The Development of Positive Attributes of Character: On the Embodiment of Specificity, Holism, and Self-System Processes**

Lerner, R.M. (Medford, MA); Bornstein, M.H. (Medford, MA/Bethesda, MD/London/New York, NY); Jervis, P. (London/Santiago)

48 **A Reevaluation of the 1990 "Minnesota Study of Twins Reared Apart" IQ Study**

Joseph, J. (Oakland, CA)

66 **Erratum**

67 **Society News**

No. 2

Considering Human Development through the Lens of Neurodiversity: The Case of Autism

Guest Editor: Rivera S. (Davis, CA)

Articles

73 **The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers?**

Dwyer, P. (Davis, CA)

93 **Come as You Are: Examining Autistic Identity Development and the Neurodiversity Movement through an Intersectional Lens**

Botha, M. (Stirling); Gillespie-Lynch, K. (Staten Island, NY)

113 **Conceptualising Autistic Masking, Camouflaging, and Neurotypical Privilege: Towards a Minority Group Model of Neurodiversity**

Radulski, E.M. (Bundoora, VIC)

128 **Measuring Autistic Writing Skills: Combining Perspectives from Neurodiversity Advocates, Autism Researchers, and Writing Theories**

Zajic, M.C. (New York, NY); Brown, H.M. (Edmonton, AB)

Commentary

149 **Neurodiversity as Politics**

Neeman, A. (Cambridge, MA/Waltham, MA); Pellicano, E. (Sydney, NSW/London)

158 **Erratum**

159 **Society News**

161 **Author Index / Subject Index**

No. 3

Editor's Corner

163 **Supporting Families: Lessons Learned from the COVID-19 Pandemic**

Frankel, L.; Sampige, R. (Houston, TX)

Article

167 **Vocabulary and Executive Functioning: A Scoping Review of the Unidirectional and Bidirectional Associations across Early Childhood**

Bruce, M.; Bell, M.A. (Blacksburg, VA)

Commentary

188 **Vocabulary and Early Executive Function during Early Childhood: Revisiting Questions on the Nature of Thought and Language – Commentary on Bruce and Bell**

Miller, S.E. (Oxford, MS)

Article

192 **Emotional Availability: Clinical Populations and Clinical Applications**

Biringen, Z.; Sandoval, K. (Fort Collins, CO); Flykt, M. (Helsinki/Tampere); Joslin, S.; Lincoln, M. (Fort Collins, CO)

Letters

216 **Purpose Should Be in the Eye of the Holder, Not the Researcher**

Hill, P.L.; Pfund, G.N. (St. Louis, MO)

219 **Scientific and Ethical Mandates in the Study of Purpose**

Bronk, K.C. (Claremont, CA); Damon, W. (Stanford, CA)

222 **Society News**

No. 4–5**Constructivism: Implications, Prospects, and Challenges for Contemporary Theory and Practice**

Guest Editor on behalf of the Jean Piaget Society: Lightfoot, C. (Media, PA); Müller, U. (Victoria, BC); Rodríguez, C. (Madrid)

Articles

- 229 Conceptual Commitments of Constructivism in an Age when Truth Matters**
Lightfoot, C. (Media, PA); Müller, U. (Victoria, BC); Rodríguez, C. (Madrid)
- 239 The Construction of Executive Function in Early Development: The Pragmatics of Action and Gestures**
Rodríguez, C. (Madrid)
- 260 Constructing Understandings**
Duckworth, E. (Cambridge, MA); Hooper, P.K. (Evanston, IL); McKinney, A.; Schneier, L. (Boston, MA)
- 276 Emergent Constructivism: Theoretical and Methodological Considerations**
Allen, J.W.P. (Ankara); Bickhard, M.H. (Bethlehem, PA)
- 295 The Future of Constructivist Education**
Kritt, D. (New York, NY); Budwig, N. (Worcester, MA)
- 310 A Sociocultural Psychology of the Life Course to Study Human Development**
Zittoun, T. (Neuchâtel)
- 329 Developmental Perspectives on Social Inequalities and Human Rights**
Killen, M. (College Park, MD); Elenbaas, L. (Rochester, NY); Ruck, M.D. (New York, NY)
- 343 Early Learning in Autism as an Atypical Balance between Assimilation and Accommodation Processes**
Vivanti, G. (Philadelphia, PA); Rogers, S.J. (Sacramento, CA); Dwyer, P. (Davis, CA); Rivera, S. (Sacramento, CA/Davis, CA)
- 360 Society News**

No. 6

Article

- 363 How Do Researchers Question Children and Adolescents? A Systematic Assessment of Developmental Research Methods**
Stolzenberg, S.N. (Phoenix, AZ); Malloy, L.C. (Oshawa, ON); Verhagen, M. (Phoenix, AZ); Denne, E. (Glendale, AZ)

Commentary

- 377 Identifying How Many Studies Question Children Is Not Enough: We Need to Go Further into How Children Justify Their Responses to Questions**
Lewis, C.; Mei, P.

Articles

- 381 Toward an Integrative Paradigm of Positive Youth Development: Implications for Research, Practice, and Policy**
Buenconsejo, J.U.; Datu, J.A.D. (Tai Po)
- 397 Argementation in Early Childhood: A Systematic Review**
Bubikova-Moan, J.; Sandvik, M.
- 412 Acknowledgement to Reviewers**
- 413 Society News**