

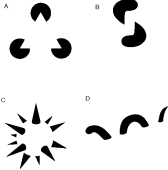


Heinz Werner (1890-1964)

- Vienna, Austria
- Mistaken class incident at University of Vienna
- Doctoral dissertation on psychology of aesthetic enjoyment combines music and psychology interests
- 1926: *Comparative Psychology of Mental Development* published while at the Psychological Institute at Hamburg
- 1933: Dismissed from Hamburg by Nazis because of his Jewish faith
- 1936-1943: research psychologist at Wayne County Training School in Michigan studying children with learning disabilities and brain injuries
- 1943: full-time teaching position at Brooklyn College
- 1947: Professor of psychology and education at Clark University

Studies at the Psychological Institute of Hamburg

- Gestalt psychology
 - *Gestalts*: whole forms
 - *Closure*: tendency to see whole, meaningful patterns
- Leipzig School
 - Organismic-developmental: focuses on the development of the whole, acting, feeling organism
 - Influenced Werner's study of patterns among various cultures and humans and other species



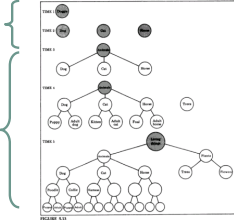
Orthogenic Principle

Whenever development occurs, it proceeds from a state of relative lack of differentiation to a state of increasing **differentiation** and **hierarchic integration** (Werner & Kaplan, 1956, p. 866)

Orthogenic Principle

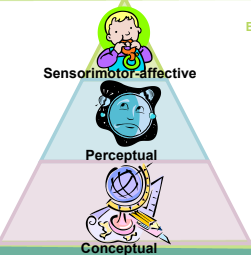
Differentiation

Hierarchic integration



Self-Object Differentiation:

Teleological process by which children separate themselves from the environment

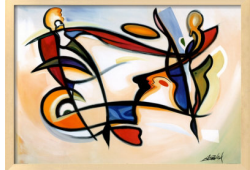


- Experiences the outside world through their own immediate actions, sensations, and feelings
- Begin to perceive things apart from themselves and develop a measure of objectivity; BUT perception is still colored by their own actions and feelings
- Gains detached and objective view that qualifies/quantifies without reference to personal feelings; scientific

Microgenesis:

developmental process that occurs each time we confront a task

- While development is teleological, we can still use our more primitive form of thinking for new experiences
 - Microgenetic mobility



Eyes on the Sky, Alfred Gockel

Eidetic Imagery

allows children to describe a picture or object so vividly and precisely even after they are no longer looking at it

"Words" **"Pictures"**

Adults ■ A > C ■ C > A Kids ■ VENTRAL

<http://eideneurolearningblog.blogspot.com/>

Physiognomic Perception:

perceiving and reacting to stimuli according to their dynamic, emotional, expressive qualities

- Children lack clear self/environment differentiation
 - As opposed to **Geometric-technical**: perceiving objects in terms of their objective, measurable qualities

VS.

Synesthesia:

one specific stimulus may arouse not only the specifically corresponding sensation, but a second sensation united with the first (Werner, 1948)

- One type of stimulus evokes the sensation of another
 - High pitch flute: small, scurrying animal
 - Low bassoon: plump, slow, large animal
- developmentally primitive; exist prior to differentiation of the senses into separate modalities

Symbol Formation

- Symbol**: a word, image, or action that represents something else
- Language initially emerges out of an undifferentiated matrix of bodily, gestural, and emotional processes
- Symbols not only influenced by culture's labels but also out of bodily-organismic activities (motoric actions, physical and vocal gestures, and feelings)

Motoric Imitation

Onomatopoeia

Physiognomic Speech