

The Psychology of Infancy and Childhood

Evolutionary and Cross-Cultural
Perspectives

Harold D. Fishbein



The Psychology Of Infancy Psychology Revivals

Joseph D. Lichtenberg, Samuel Kaplan



The Psychology Of Infancy Psychology Revivals:

The Psychology of Infancy (Psychology Revivals) Victoria Hazlitt, 2013-11-26 Originally published in 1933 this volume was the result of many years careful first hand study of child psychology enriched by the author's unusually wide experience in dealing with the subject with students It was intended to follow the development of children from infancy to adolescence but was cut short due to the author's untimely death The book makes available the results of modern experimental work of the time much of which was published in scattered journals Chapters deal with the development of sensory and muscular control including walking and talking and with the development of the intellectual emotional and social life of children up to three years of age A pioneer in the development of experimental psychology Hazlitt's work can now be enjoyed again in its historical context

Cognitive Styles in Infancy and Early Childhood Nathan Kogan, 2013-09-13 Originally published in 1976 here is a comprehensive account of the role of cognitive styles in early childhood The author considers the possible precursors of these styles in infancy and offers a new classification scheme that helps to clarify the relation of cognitive styles to ability and intelligence In separate chapters field independence dependence reflection impulsivity breadth of categorization and styles of conceptualization are examined along with a chapter on the interrelationships between these styles The final chapter integrates and critically summarizes the significance of cognitive styles during the early years of life Throughout the volume the author attempts to link cognitive styles with other theoretical constructs for example unilinear versus multilinear models of development Inhelder and Piaget's studies of classification stages and finally the author advances a set of seven conclusions to reflect the contemporary state of knowledge in regard to the character and function of cognitive styles during the early years of life This volume provides information about the beginnings of cognitive styles in infancy and the course of their development in preschool years Research is examined both from the viewpoint of developmental change and individual differences among children The role of sex differences in cognitive styles is thoroughly examined and contrary to earlier claims of no difference the author convincingly demonstrates that females manifest clear cut superiority across a wide band of cognitive functions during the pre school years

Parent-Baby Attachment in Premature Infants (Psychology Revivals) John A. Davis, Martin Richards, N R C Robertson, 2014-10-10 Originally published in 1983 in the two decades prior to publication specialised neonatal units for the treatment of sick or preterm babies had been set up in most major neonatal centres In the early years these units did little to prevent separation of parents and babies and evidence accumulated of the ill effects of this situation In addition we had gradually become aware of the difficulties of building a relationship with a sick or immature baby even under more ideal circumstances This book in a series of authoritative review chapters sets out to describe the process by which social relationships develop after birth and the ways in which this process may be distorted by separation the condition of the baby or by the process of medical treatment Experienced practitioners describe practical steps which may be taken to support parents and foster their relationship with

their babies in treatment situations The final section of the book examines the organisation of neonatal care in a number of widely different settings and indicates that diverse approaches may be successful in achieving the same ends

Psychology in Africa (Psychology Revivals) Mallory Wober, 2014-06-17 It is now well over a hundred and fifty years since the first celebrated geographical explorations of Africa took place However it was many years before there began quests of a different kind the investigation of behaviour personality attitude and ability among Africa s people Originally published in 1975 this book is an account of that work the first explorations in Africa of psychology In an exhaustive and well documented report the author a psychologist who had himself done research in Nigeria Uganda and who had lectured at Makerere University drew together the main threads of the research carried out so far putting the issues in an African perspective but anchoring them firmly within the framework of modern psychological thinking and technique of the time Are there any common personality and intellectual characteristics among Africans How does weaning affect African child development How have Africans feelings developed about city life and industrial work The questions the author considers range from the broad based to the specific The challenges which lay ahead for African investigators then moving into the mainstream of the work are also discussed But perhaps above all the book made a convincing case for psychology becoming a relevant and finely honed discipline in Black Africa characterised by practical application to Black African society Each chapter covers a defined area of modern psychology of the time and presents a comprehensive survey in a language no more technical than the subject warrants At the time it was felt this book would be invaluable to students of Africa secondary education whose course included a psychology component and to African students beginning a degree course in psychology It would also have provided an informative supplement to courses in medicine development studies political science sociology and anthropology

Culture and Early Interactions (Psychology Revivals) Tiffany Field, Anita Sostek, Peter Vietze, P. Herbert Leiderman, 2014-08-01 In the late 1960s after a period of intense acceleration of the pace of research on human infancy a number of investigators some anthropologists some psychologists some psychiatrists and paediatricians and even a few ethologists developed the conviction that certain contributions to the understanding of infancy would come from and perhaps only come from cross cultural and cross population studies This book originally published in 1981 represents part of the first fruit of that conviction and its impressive range of chapters justifies not only the belief itself but also the several rationales behind it

Social Behavior and Personality (Psychology Revivals) Arnold H. Buss, 2014-10-14 The fields of social behaviour and personality had for the most part been studied separately originally published in 1986 this title was one of the first to consider them together Social behaviours and contexts are analysed and distinctions are suggested Social behaviours not previously seen as similar are linked This a great opportunity to rediscover the work of Arnold Buss one of the greats in Social Psychology

The Psychological Revival United States. Bureau of Education, 1896 **Acquiring Culture (Psychology Revivals)** Gustav Jahoda, Ioan Lewis, 2015-03-27 Until the 70s and 80s anthropologists studying different

cultures had mainly confined themselves to the behaviour and idea systems of adults. Psychologists on the other hand working mainly in Europe and America had studied child development in their own settings and simply assumed the universality of their findings. Thus both disciplines had largely ignored a crucial problem area: the way in which children from birth onwards learn to become competent members of their culture. This process, which has been called the quintessential human adaptation, constitutes the theme of this volume originally published in 1988. It derives from a workshop held at the London School of Economics which brought together fieldworkers who in their studies had paid more than usual attention to children in their cultures. Their experience and foci of interest were varied but this very diversity serves to illuminate different facets of the acquisition of culture by children ranging in age from pre-verbal infants to adolescents. Evolutionarily primed for culture learning, children are responsive to a rich web of influences from subtle and indirect as in their music and dance to direct teaching in the family, guided by culture-specific ideas about child psychology. Some of the salient things they learn relate to gender status and power, critical for the functioning of all societies. The introductory essay provides the necessary historical background of the development of child study in both anthropology and psychology and outlines how future research in the ethnography of childhood should proceed. The book concludes with an annotated bibliography providing a guide to the literature from 1970 onwards.

Reflections on Self Psychology (Psychology Revivals) Joseph D. Lichtenberg, Samuel Kaplan, 2014-01-27. Originally published in 1983, *Reflections on Self Psychology* records the development of a powerful initiative to alter psychoanalytic theory and practice and an evaluative questioning of this initiative. It presents a dialogue that developed at the Boston Symposium of 1980 between vigorous proponents of self psychology, equally energetic critics, and many participants between these polar positions. This book attempts to capture within its pages not only the content of what was presented, explored and evaluated in Boston, but also a sense of the people, about 1,000 strong, who exchanged their ideas on and off the podium and the remarkable spirit of open inquiry that invigorated these proceedings. The book, as was the meeting, is organized to explore four subjects: the development of the self, infant research, the implications of self psychology for psychoanalytic practice, self psychology and psychotherapy, and the implications of self psychology for psychoanalytic theory. The final section of the book is devoted to an essay by Heinz Kohut that provides an integrated response to the issues and criticisms raised in the course of the symposium. This essay, while based on extemporaneous responses by Kohut during different phases of the meeting, is in its written version a cohesive, carefully revised and edited statement prepared in the mellowing period following the meeting and before Kohut's untimely death.

Cognitive Styles in Infancy and Early Childhood (Psychology Revivals) Nathan Kogan, 2013-09-13. Originally published in 1976, here is a comprehensive account of the role of cognitive styles in early childhood. The author considers the possible precursors of these styles in infancy and offers a new classification scheme that helps to clarify the relation of cognitive styles to ability and intelligence. In separate chapters, field independence, dependence, reflection, impulsivity, breadth

of categorization and styles of conceptualization are examined along with a chapter on the interrelationships between these styles. The final chapter integrates and critically summarizes the significance of cognitive styles during the early years of life. Throughout the volume the author attempts to link cognitive styles with other theoretical constructs for example unilinear versus multilinear models of development. Inhelder and Piaget's studies of classification stages and finally the author advances a set of seven conclusions to reflect the contemporary state of knowledge in regard to the character and function of cognitive styles during the early years of life. This volume provides information about the beginnings of cognitive styles in infancy and the course of their development in preschool years. Research is examined both from the viewpoint of developmental change and individual differences among children. The role of sex differences in cognitive styles is thoroughly examined and contrary to earlier claims of no difference the author convincingly demonstrates that females manifest clear cut superiority across a wide band of cognitive functions during the pre school years.

Daydreaming and Fantasy (Psychology Revivals) Jerome L. Singer, 2014-06-17 Daydreaming our ability to give to airy nothing a local habitation and a name remains one of the least understood aspects of human behaviour. As children we explore beyond the boundaries of our experience by projecting ourselves into the mysterious worlds outside our reach. As adolescents and adults we transcend frustration by dreams of achievement or escape and use daydreaming as a way out of intolerable situations and to help survive boredom, drudgery or routine. In old age we turn back to happier memories as a relief from loneliness or frailty or wistfully daydream about what we would do if we had our time over again. Why is it that we have the ability to alternate between fantasy and reality? Is it possible to have ambition or the ability to experiment, create or invent without the catalyst of fantasy? Are sexual fantasies an inherent part of human behaviour? Are they universal, healthy, destructive? Is daydreaming itself destructive? Or is it a force which facilitates change and which can even be harnessed to positive advantage? In this provocative book originally published in 1975, the product of the previous twenty five years of research, the author debates the nature and function of daydreaming in the light of his own experiments. As well as investigating what is a normal fantasy life and outlining patterns and types of daydreaming, he describes the role of daydreaming in schizophrenia and paranoia, examines the fantasies and hallucinations induced by drugs and also the nature of altered states of consciousness in Zen and Transcendental Meditation. Among the many topics covered he explains how it is possible to help children enlarge their capacity for fantasy, how adults can make positive use of daydreaming and how people on the verge of disturbed behaviour are often unconscious of their own fantasies. Advances in scientific methods and new experimental techniques had made it possible at this time to monitor both conscious daydreaming and sub conscious fantasies in a way not possible before. Professor Singer is one of the few scientists who have conducted substantial research in this area and it is his belief that the study of daydreaming and fantasy is of great importance if we are to understand the workings of the human mind.

Infants at Risk Richard B. Kearsley, Irving E. Sigel, 2021-09-30 What methodologies within the behavioral sciences have

clinical application for the diagnosis and management of high risk and handicapped infants Originally published in 1979 this volume not only deals with this issue but illustrates the contributions that behavioral science may have offered those called upon to evaluate the cognitive consequences of perinatal high risk factors at the time The inadequacies of some measures used to assess intellectual competence in retardates are juxtaposed with the sophisticated methodologies that may be employed to document early mental abilities Also included are assessment procedures that bypass reliance on neuromotor performance imitation or language production The authors draw attention to the discontinuous nature of cognitive development to the possibility that mental and motor development may proceed independently and to the plasticity of the developing CNS which may overcome early deficits if underlying competences are recognized and exposed to appropriate stimulation Here is a volume that does not simply catalog the nature of the child s accomplishments and deficits but emphasizes the need to examine his potential for learning and offers various methodologies that may be of value in documenting the child s continuing cognitive development This book is a re issue originally published in 1979 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication Reinventing STEM in Early Childhood Education Eugene Geist,2025-05-09 Teaching STEM to young children is about more than helping them learn their numbers and facts It is an important and complex process that to be effective should honor the way children s brains are developing This book outlines how early childhood educators can best support young children s STEM journeys as children naturally take in information about their environment synthesize it and grow in the process This comprehensive text details different theories of learning research on how young brains develop practical information on preparing your environment and yourself for teaching STEM to children guidance for supporting diverse populations of students and developmental guidelines sample standards resources and lesson plans Organized chronologically the book connects relevant STEM topics with each developmental age range and outlines common school standards for each grade Reinventing STEM in Early Childhood Education is meant to be a core text for preservice teachers in math and science methods courses and is also important reading for teacher educators and professional development programs **The Psychology of Infancy and Childhood** Harold D. Fishbein,2022-02-23 Originally published in 1984 this book is a developmental psychology text with substantial evolutionary and cross cultural work It presents cognitive developmental issues as well as personality social and socialization issues with an emphasis on culture It also includes education related research such as material on schools reading mathematics and IQ Psychology in India Braj Bhushan,2025-06-12 This volume presents the life and work of 62 prominent Indian psychologists with each chapter illustrating their life and work The nature and framework of each chapter is uniform encompassing a brief biography of the psychologists their affiliations with various institutions and most prominently their contributions to the field of psychology The major highlight of the book is the collection of work of Indian scholars recorded in the form of research articles book chapters and books some of which were even used to develop models

by Western scholars but never received their due credit The research activities conducted at universities and institutions have been the backbone of scientific progress and they are also highlighted here especially the contributions of the Research Designs and Standards Organisation RDSO Lucknow Defence Institute of Psychological Research DIPR Delhi and Institute of Banking Personnel Selection IBPS Mumbai This is the first book of this kind that chronologically presents the life and work of Indian psychologists It will be useful to students of Psychology Behavioural Sciences Sociology and Social Work It will also be an invaluable reference text for those working on the history of psychology

REVIVAL OF ADVAITA, YOGA AND PANTHEISM IN AMERICA Dr. George Joseph K PhD,2015-12-10 There are reasonable symptoms of the weakening of the church and Christian faith in the USA and thereby the silent death American democracy and American Empire The vacuum created in the American mind by the secular humanism anti supernatural liberal theology and godless philosophies have prepared the fertile ground for the silent take over of USA by Islam Hinduism Advaita and yoga New Age religion legitimizes almost anything in the name of religion There is an explosion of sorcery The absolutely unwise philosophies like all is one man is God etc become widely accepted among the people New age psychology rejects the supernatural and God of the Bible but accepts the paranormal miracles of devil When the people begin to love the lie and hate the truth the future is bleak A strong democratic America would guarantee a better world But what if the whole nation is hypnotized into paranormal and abnormal by secular spiritualities

Revival: Soviet Developmental Psychology: An Anthology (1977) Michael Cole,2017-09-08 This volume contains a sample of articles on developmental psychology that have appeared in Soviet psychology over the past 15 years The articles represent a much great time span of developmental psychology in the Soviet Union beginning with classic papers by Denisova and Figurin published in the mid 1920s

Phantasy in Childhood Audrey Davidson,Judith Fay,2024-11-01 First published in 1952 Phantasy in Childhood is for a psycho analytically oriented public The authors have set out to express in non technical language some of the theories we owe to the work of Melanie Klein and to show how they are repeatedly borne out in the day to day behaviour of children Numerous practical examples are given drawn from experience of children under many different conditions In some cases the authors merely suggest interpretations which seem likely but would need psychoanalytic confirmation in others the meaning is unmistakable from the material available in all the aim has been to point to the presence and nature of unconscious phantasy and to its expression in behaviour Although written in simple language the book is not easy as to those who are unfamiliar with it the concept of unconscious phantasy is in itself difficult The attempt has been made however to give living pictures of the children and while definitely not advocating the wild application of a psycho analytic technique to show how some understanding of the importance of phantasy can be of value to those caring for children This book is a re issue originally published in 1952 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication

Conceptual Structure in Childhood and Adolescence Christine Howe,2015-12-22 Heat breaks up charcoal and puts

sulphur dioxide in The air pulls faster on heavy masses These and other similar statements by school aged children untutored in physics carry two messages First children s pre instructional conceptions of the physical world are a far cry from the received wisdom of science second despite their lack of orthodoxy children s conceptions carry a definite sense of causal mechanism This sense of mechanism is the focal concern of this book originally published in 1998 for it raises issues of central importance to both psychological theory and educational practice In particular some psychologists have claimed that human cognition is organised around causal mechanisms along the lines of a theory This carries specific implications for teaching Does the existence in children s thinking of causal mechanisms relating to the physical world support these psychologists Does this have consequences for the teaching of science Christine Howe reviews evidence relating to pre instructional conceptions in three broad topic areas heat and temperature force and motion floating and sinking A wide range of published work is discussed including the author s own research In addition a new study covering all three topic areas is reported for the first time The message is that causal mechanisms can indeed play an organising role that untutored cognition can in other words be genuinely theoretical However this tendency is highly domain specific occurring in some topic areas but not in others Having drawn these conclusions Christine Howe discusses their meaning in terms of both cognitive development and educational practice A model is outlined which synthesises Piagetian action groundedness with Vygotskian cultural symbolism and has a distinctive message for classrooms This title will be useful to cognitive and developmental psychologists and to science educators alike

Newborns and Parents Vincent L. Smeriglio, 2024-10-01 In hospitals in the 1970s there was considerable variation in the nature of hospital environments experienced by newborns and their parents The effects of such experiences are of great interest to researchers concerned with infant development and parent child relationships to clinicians involved in the care of newborns and parents and to parents Originally published in 1981 *Newborns and Parents* deals with an analysis of the current state of knowledge regarding the outcomes of such experiences at the time and with future directions for the study of these effects The environmental experiences discussed in this book are grouped into two categories newborn sensory stimulation by equipment or hospital personnel and parent infant contact The first category includes investigations of several aspects of sensory stimulation with most of the reported efforts dealing with motion contact and auditory stimulation Studies in the second category focus on mothers and newborns and relate primarily to mother infant bonding and mother newborn separation

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