

## SUMMARIES IN ENGLISH

*Agnete Diderichsen: The Development of Personality in Young Children. Continuity and Change.*

The article argues for an integration of attachment theoretical and psychoanalytic approaches to the early development of personality. At first the attachment theoretical system of concepts is presented and there is argued for the relevance for developmental psychology of a conceptual system, rooted in observations of infants and young children's patterns of interaction.

Henceforth commonalities between attachment theoretical and psychoanalytic viewpoints are discussed. It is pointed out how Mahlers theory of the separation-individuation process has clear similarities with attachment theory and concerning the intrapsychic level and especially the development of the self can supply the attachment theory. Kohut and Winnicott are shortly presented as two other theorists, who have made important contributions to the understanding of the development of the self in the transition from dyadic relating to I-you relation or in other words: the constitution of the self as existence or subjectivity.

Finally the concept of »continuity« in development and the predictive validity of the attachment theoretical concepts are discussed. The institutionalisation of early childhood in modern society is mentioned as a new historical form of discontinuity in children's life circumstances, the consequences of which are mainly unknown. Attention is called to the importance of research focused on conceptual development and reflection.

*Benny Karpatschof & Lone Karpatschof: Regressive care and corrective attachment.*

The article has two different objectives. The first is to tell about a specific family therapeutic intervention, called *regressive care*. The second is to perform a theoretic analysis of some general developmental and personality psychological phenomena. We have attempted to combine these two objectives by dividing the article in three main parts. The first part, *clinical experience*, presents a case story, illustrating the background and the therapeutic process connected to the use of regressive care. In the second part, clinical analysis, we proceed to the discourse of applied psychology developed in the area of borderline therapy. We discuss some substantial experiences from this part of clinical psychology, at the same time, however, we emphasize the decisive limitation inherent in a non-problematized functional fixation to the therapeutic space itself. In the last part, theoretical analysis, we move from the specific area of clinical psychology to the level of general psychology. We attempt in this part to clarify the theoretical problems attached to problematic concepts in the clinical analysis just performed.

*Sven Thyssen: Care for Young Children.*

The concept of care is discussed. A central point is that care means acting from the needs of another human being – here the child. Therefore a crucial issue in care is reflection and analysis on what the child needs. A model is presented which is intended as a theoretical tool in this kind of analysis.

Furthermore the role of care in the life of the child in the period 1½ to 6 years is discussed and illustrated by means of observations of children in day care centres.

Finally, some questions concerning care and the educational process is discussed.

*Jens Wilbrandt: From real structures to psychological categories – a »realistic« hypothesis of the development of childrens categorization.*

The last 25 years of developmental investigations, has reach a much deeper insight in a) the interaction between infant and caretaker, and b) the abilities of the infant concerning sensation, action and communication. Among others, Stern and Trevarthen have tried to conceptualize these insights in a broader theoretical framework. On the basis of Sterns conceptions of »amodal perception« and in opposition to his conception of the »basic elements of the subjective experience«, the article proposes a hypothesis about the development of inner categories/representations. It is proposed, that the inner categories develop on the basis of sensated patterns/structures in the childs environment, especially in the infant-caretaker-interaction. Some of these structures – and the infants sensory capabilities to deal with them – are investigated. The hypothesis then becomes the basis for some critical comments on central elements in Sterns and Trevarthens view on the infant, especially their view of the »self« as an inborn and immanent quality of the newborn infant.

*Klemens Kappel: Progress and Progress-scepticism.*

This paper provides a brief survey over a few themes which has been prevalent in the idea of progress. The aim is to state these ideas and to indicate how scepticism towards these ideas might be part of what lies behind today's common scepticism towards the idea of progress. Most important among these is the idea that there are no universal standards, either pertaining to truth or to moral rightness, in accordance to which something can be said to be progress. Hence there can be no progress in these respects. All there can be is change. Different versions of scepticism concerning the existence of suitable standrads for progress are distinguished.

*Mogens Pahuus: Developmental novels and developmental psychology*

In litterature novels and stories that deal with human development are often structured by a model, that operates with three phases in psychic development. In this article three examples are given that demonstrate what aspects of human development are focused on in litterature and therefore constitutes litterature's contribution to the understanding of this aspect of man:

1. In Karen Blixen's stories the development of a full personal identity is conceived as consisting of three phases: from a harmonious being oneself via self-reflection and self-control to a renewed being oneself on a higher level.
2. In the novel by H. Pontoppidan »De dødes rige« the structure of development has to do with the feeling of life: from a feeling of possibilities and unrestrictedness via a feeling of necessity and forcedness to a synthesis of the two.
3. In the novel by Vilhelm Topsøe »Jason med det gyldne skind« there is a shift from the predominance of emotion via a phase dominated by reason to synthesis of the two.

The article ends with an attempt to explain why these aspects of human development are rarely examined in scientific forms of psychology.

*Cristian Lima: Vocational training and change.*

The development of vocational training has both in the practical developmental work and in the discourse of education taken the perspective of its institutions as the principal consideration.

The article argues for the point of view that this perspective in several ways inhibits the realisation of vocational training as an asset in organisational change processes.

Considered from a user-perspective totally different kinds of questions to the practices in vocational training have to be raised. This type of new questions are illustrated through a series of outlines on vocational training. The author finally suggests a number of questions to be stated by developers and practitioners in the field and a number of practical consequences of these questions.

*Nikolaj Lunøe & Niels Busch-Jensen: Growth and Complexity: Elliott Jaques Theory of the Cognitive Development in Adulthood*

The authors introduce Elliott Jaques' »discontinuity theory« of a growth in the cognitive capacities in adult development. Each new level in this development is marked by qualitatively different modes of understanding, which ostensibly can be identified in all areas of human knowledge and practice. Some consequences for organizational structures, manager/subordinate and teacher/pupil relations are outlined.

*Martin Johansen: When love dies. A Sketch.*

In order to give a survey of the courses of events that lead to death of a love-passion a number of reasons for this stage has been analysed. Being often a lengthy phenomenon this passion – as other passions – shows many different phases, the totality of which you need to study if you want to produce the optimum characterization.

*Charlotte Bloch: Flowexperiences – phenomenology and theoretical reflexion*

The term *flow* refers to a particular type of experience characterized by feelings of fusion with an on-going activity, effortlessness and fluidity. This article concerns the results of an empirical investigation and phenomenological analysis of this type of experience. The analysis yields a distinction between three types: The experience of happiness, the experience of *a good day*, and the experience of flow. Furthermore the analysis of flow experiences yields a distinction between three phenomenological structures, termed *unity/totality*, *achievement* and *other spheres of meaning*, identified as arising in different combinations within concrete experiences of flow. These results are discussed in relation to Csikszentmihalyi's theory of flow, Bollnow's theory of moods and Asplund's theory of social responsivity. It is argued that Csikszentmihalyi's concept of flow has a certain affinity to the phenomenological structure termed *achievement* and that Bollnow's concept of ecstasy seem to have a certain affinity to the phenomenological structures termed *unity/totality* and *other spheres of meaning*. Asplund's theory of social responsivity is proposed as a possible theoretical frame in regard to all the three phenomenological structures identified in the present analysis of flow experiences.