

SUMMARIES

Let us develop psychology to become a developmental science

By Jytte Bang

There is a need for psychology to become a developmental science. Under the conditions of neo-liberal policy, psychology is under pressure. The effect-paradigm easily leads to individualism and a focus on diagnoses rather than on a wholeness-oriented approach. For illustration, the paper takes its departure from the described poor mental well-being among many children and young people. This raises the question, which theoretical paths to follow for a future developmental science? Two critical approaches to (developmental) psychology are discussed, which is followed by the argument that the tradition of ecological psychology (drawing on the ideas of Glen Elder Jr. and Roger G. Barker) is a meaningful source of inspiration for psychology as a developmental science.

Keywords: development, developmental science, ecological psychology, Glen Elder Jr., Roger G. Barker, neoliberalism, new vulnerability, life-span theory, life-world, behavior setting theory

*Infants' social situation of development
– Emotional relation and development of intention and agency*

By Mariane Hedegaard

Cognitive research on infants' competencies has, in the last 70 years, led to the view that infants have agency and are actively oriented towards the world from birth. However, research since the Second World War in residential institutions has documented that children's agency and intentional orientation are not present from birth, or developing regardless of the child's interactions with its caregivers. For infants, emotional communication in a broad sense is important, where the bodily communication between the child and its caregivers from birth is the basis for its development of an intentional orientation towards the outside world. An infant's biological development and changes in institutional practices, means that caregivers' communication with the child changes. This communicative interaction between the child and caregiver creates the child's social situation of development. An assessment of a child's development thus implies that the child must be seen in relationship to and in interaction with other people. How this interaction changes during the infant period and leads to the development of the child's

agency is illustrated by how play scenarios change between a father and his son during the child's first years of life. In such a context, it is the child's developmental situation as a whole that must be assessed. Therefore, the person doing the assessment is also part of the child's relationship and becomes part of the child's social situation. This dual relational approach has formed the basis for *the interactive observation method*, where the goal is an understanding of the child's social situation of development which includes the child's intentional orientation.

Keywords: infant's development, emotional communication, intentional orientation, agency, social situation of development, the interactive observation method

When play does not play out easily
– The significance of pedagogical participation in children's play

By Julia Nørgaard Ravn

The aim of this study has been to explore how pedagogues are involved in children's play in ways that expand the participation of children in vulnerable positions. The study draws on a socio-cultural perspective; especially the concept of guided participation developed by Rogoff (1990) plays a significant role in the study. The research question has been researched methodically through participant observations and interviews conducted in an ECEC for children aged 0-6 in a so-called vulnerable residential area in Denmark. On the basis of a thematic analysis, it is found that pedagogues use three recurring roles in children's play. The three roles are named; *play partner*, *play supporter* and *play catalyst*, and through analyzes of empirical examples, it is illustrated how the pedagogues, through their involvement in the play, create different fruitful opportunities for the children's participation. At the same time, the analysis folds out the complexity of children's play and the pedagogical work concerning children's play and communities.

Keywords: early childhood education, children in vulnerable positions, play, children's communities, participation, development, pedagogy

Fairy tales and children's emotional development
– An exploration of the intersubjective and interaffective field of fairy tales

By Thomas Gitz-Johansen

The paper investigates the developmental importance of children's encounters with fairy tales by exploring the emotionally laden experiences in children's encounters with fairy tales. The empirical basis of the article is an

observational study of the telling of a fairy tale. The theoretical perspective is the concepts of *intersubjectivity* and *interactivity*, and the methodology is psychodynamic infant observation. The investigation shows that telling the fairy tale produces an intersubjective field in which opportunities for different emotional experiences are offered to the children. Different children are attracted to different aspects of the fairy tale. Some feel drawn to the dangerous and violent aspects of the story, and some are attracted to scenes that provide experiences of beauty and elegance or a sensuous experience of the body. I conclude that fairy tales and other kinds of cultural experiences are essential parts of caring for children's developmental needs in daycare.

Keywords: fairy tales, developmental psychology, intersubjectivity, interactivity, emotional development

Developmental risks in children's exposure to Internet pornography

By Casper Schmidt & Patrick Bender

Children's psychosocial development takes place in close interaction with digital platforms, the use of which shapes their everyday lives in a variety of online contexts where Internet pornography (IP) has a prominent presence. In this article, we will first review the scientific literature on children's and adolescents' exposure to and use of IP and the developmental risks that may be associated with this, such as worrying attitudes towards sexuality and sexual behaviour. Next, we discuss the potential risk of developing addiction as a function of IP use. Finally, we discuss concrete proposals to shield children who are not yet sexually mature from the potential risks associated with the use of IP.

Keywords: internet pornography, youth, development, addiction, prevention

Kierkegaard – The paths of development

By Bjarne Jacobsen

Freedom is a cornerstone of Kierkegaard's concept of the human being. Through freedom, man is offered the opportunity to take over his own life and become himself – be a self. However, he is also at risk of losing himself. Freedom is not present at the beginning of life but is a fruit of physical, as well as psychological maturation. In particular, the ability to move and, later on, the ability to imagine promotes the child's growing understanding of itself as a being that can be itself. But the emergent sense of being – being

oneself - does not take place except through anxiety. Anxiety that threatens to eliminate the evolving freedom. The consequence is that the development takes place in an ambiguous way, which, on the one hand, points in the direction of through freedom becoming a self and, on the other hand, being overtaken by despair and losing oneself. In conclusion, the article suggests that Kierkegaard's understanding is relevant in relation to the widespread dissatisfaction among young people.

Keywords: freedom, existence, autonomy, despair, distress

Development through life transitions?

An empirical study of men's development in emotion regulation during cancer, fatherhood, and retirement

By Mimi Yung Mehlsen

It is empirically well established that older adults do not report lower life satisfaction levels than younger adults. Many 80-year-old individuals experience fewer negative emotions than 20-year-olds do. Why is old age not associated with low quality of life and negative affect when most people experience loss, reduced physical functioning and disease over the course of life? An improved ability to manage distress and regulate the emotional response to life stressors in late life could explain this paradox of ageing. If adults continuously develop adaptive emotion regulation, such development may accelerate during periods of change where the individual meet new challenges and established strategies may be inefficient.

In this longitudinal questionnaire study, men answered monthly questionnaires six times about their psychological well-being and emotion regulation strategies while undergoing a life transition. The participants included first-time fathers (n=97), men diagnosed with testicular cancer (n=33), men who retired (n=79), and a control group of men who did not experience any significant life events (n=92).

Results showed that psychological well-being developed differently within the groups during the observation period. Well-being in cancer patients improved, while for fathers it declined, and it did not change for retirees and controls. All groups changed in reported use of emotion regulation strategies, and the groups differed in changes in acceptance, positive re-appraisal, and perspective. However, the pattern of change was inconsistent, and there were no age differences in the development of strategies. In conclusion, the study did not provide a clear picture of potential development in emotion regulation during life transitions.

Keywords: life transitions; emotion regulation, fathers, retirees, testicular cancer patients, well-being

Life span development of intelligence and its relation to important life outcomes

By Lars Larsen, Anna Pacak-Vedel & Morten Christoffersen

The primary purpose of this article is to provide the reader with an overview of the more general forms of intelligence, their lifespan development and how they relate to real-life outcomes during different ages. To achieve this goal, it is necessary to define intelligence, explore how it can be measured across the lifespan and how intelligence development can be seen as absolute development from a within-level perspective or as differential development from a between-level position. We illustrate the absolute development of intelligence from early childhood until old age with the Scandinavian norm materials from three comparable intelligence tests developed by David Wechsler, supplemented with longitudinal studies to assess differential stability and the predictive value of intelligence. Overall, development varies considerably depending on the type of intelligence, type of development and life phase, and intelligence can predict important life outcomes in all phases of life.

Keywords: intelligence, development, life span, life outcome